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ABSTRACT

This report describes the major aspects of a University of Michigan project, "Competency-Based Teacher Education Focusing on the Directed Teaching Experience," and presents results of the first semester's experience with a newly developed assessment model. The primary goals of the project were: (1) to develop an assessment system which would provide each preservice student with periodic evaluation of progress made in acquiring the needed competencies for successful teaching: (2) to develop an assessment system which would provide the various specialized programs within teacher education with data indicating the level of student progress in aquiring the needed competencies for successful teaching: and (3) to develop and field test a variety of mini-models for assessment and instruction which would aid students in the attainment of various competencies and provide them with additional information about their progress. Conclusions drawn from the study emphasize the importance of adapting the competency-based teacher education program to the institution, self-assessment and other evaluative measures, and the involvement of educational personnel in cooperating school districts. (JD)

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TEACHER EDUCATION COMPETENCE

Final Report of

A COMPETENCY-BASED TEACHER EDUCATION PROJECT FOCUSING ON THE DIRECTED TEACHING EXPERIENCE

February 1, 1976–March 4, 1977

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Ann Arbor, Michigan
February, 1977

SP 016 908

FINAL REPORT

COMPETENCY-BASED TEACHER EDUCATION PROJECT FOCUSING ON THE DIRECTED TEACHING EXPERIENCE

February 1, 1976 - March 4, 1977

Submitted by:

The School of Education
The University of Michigan
Ann Arbor, Michigan
February, 1977

PROJECT STAFF

PROJECT DIRECTOR	Stephen A. Roderick
RESEARCH ASSOCIATES	Carl F. Berger Shirley H. Cooper Herbert J. Eibler Ann D. Hungerman Milan Marich
ADMINISTRATIVE ASSOCIATE	Mary M. Latz
COMPUTER CONSULTANT	Roger M. Palay
GRADUATE ASSISTANTS	Pamela J. Puntenney John J. Soroka

PROJECT CONSULTANTS

Ann Antell
Lucille Bruner
Kathleen Gray
David Larabell
Sam LoPresto
Margaret McNally
Christella Moody
Richard Ryan
Brian Schwall
Catherine Steffek

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INTRODUCTION

The University of Michigan 1976 project, "Competency-Based Teacher Education Focusing on the Directed Teaching Experience," had as its major thrust the development and refinement of competency-based teacher training programs in elementary and secondary education. The primary goals of the project were:

1. To develop an assessment system which would provide each student in teacher training with periodic evaluation of the progress the student is making in acquiring the needed competencies for successful teaching.
2. To develop an assessment system which would provide the various specialized programs within teacher education with data indicating the level of student progress in acquiring the needed competencies for successful teaching.
3. To develop and field test a variety of mini-models for assessment and instruction which would aid students in the attainment of various competencies and provide them with additional information about their progress.

During the past two years the School of Education has participated in Michigan Department of Education grant programs. The 1974 project was designed to develop a competency-based component in elementary school science. The 1975 project, "A Competency-Based Elementary

Teacher Preparation Program Model," developed a competency list, an instructional materials model, and some assessment instruments for the program in elementary education. The work and results of these two projects served as the basis for much of the work completed during the 1976 project. This allowed the 1976 project staff to further develop and refine the elements of the elementary program and to build a similar competency-based program at the secondary level.

The initial intent of the project staff was to develop all aspects of both the elementary and secondary programs simultaneously with major emphasis on joint products and processes. Due to the previous competency-based work in the elementary program, it was decided that the emphasis of the elementary phase should be on refinement, whereas the secondary program would need to place its emphasis on total development. The previous experiences of the elementary program aided the secondary in writing, validating, and assessing their competencies.

As the two parts of the project progressed, a point was reached where the staff felt that joint efforts could be resumed. Most of this combined effort occured during the last half of the project year.

As indicated in the proposal the major concern of the project staff would be on the directed teaching experience. However, many of the efforts had implications for broader program development beyond the directed teaching experience. The directed teaching practicum is the culmination of the training program for most students in teacher training. The development of competency lists and assessment processes for this particular experience without regard for the rest of the program made little sense. Therefore, it was decided that while the focus of the project would be on the directed teaching experience, efforts would also be made to develop other aspects of the teacher training program.

A model that could be used for both elementary and secondary competency evaluation was developed for the entire teacher training program. Various assessment instruments for implementing the model were also written and administered as part of the project. Further description of the model and the component assessment instruments may be found in latter portions of this report.

As with the previous projects, a great deal of emphasis was placed on involvement of public school personnel in the districts where the University of Michigan places students in practicum experiences. The indispensible cooperation of the administrators and the supervising teachers from Ann Arbor, Ypsilanti, Saline, Willow Run, Detroit, Van Buren, Inkster, Plymouth and Whitmore Lake made this project possible. In addition, various elementary and secondary teachers and administrators from some of these districts were members of the groups which helped write, revise, and develop the assessment model and its various component parts. Such advisement was invaluable.

A major portion of the time of the project staff was spent on the development of the assessment model and development and implementation of the various mini-models. Such efforts have been frustrating at times, but overall we have been quite pleased with the results of this project. The true test of the thrust in assessment will come during the next few years as data is compiled over a period of years and as groups of students have an opportunity to progress through the entire program.

This report has been designed to describe the major aspects of the project and to present results of the first semester's experience with the newly developed assessment model.

DEVELOPMENT OF COMPETENCIES

The first essential component of any competency-based program is a carefully defined and validated list of competencies. The initial plan was to develop a joint set of competencies for elementary and secondary education. But since the elementary list had already been established as part of the previous year's project it appeared that development of a joint list would be an impractical duplication of effort Therefore, it was decided that the initial work would proceed independently with provisions made for possible overlap during the second half of the project.

Even though these efforts were developed independently the project staff was confident that there would be a significant amount of overlap in the two competency lists. Many of the competencies which are needed for successful elementary school teaching are also necessary for successful secondary school teaching.

Elementary

The primary effort at development and validation of the elementary education competency list was completed during the 1975 project. During this time, teams of teachers and administrators from various public school districts joined the project staff in the process of writing an initial competency list. The list reflected the best judgment of the groups in indicating the competencies needed for a student to become a successful elementary school teacher.

During the 1975 project, a variety of review procedures were devised to revise and edit the list. The review process involved classroom teachers, school administrators, the project staff, and the

School of Education faculty in elementary education. As the lists were being devised and reviewed, sets of the Michigan Minimal Performance Objectives in the various subject areas were made available to the personnel involved. The MMPO's were used to be sure to include those competencies which would aid a teacher in helping elementary school pupils attain the MMPO's.

As the list was being reviewed and revised, emphasis was placed on selecting those which were most important for elementary school teaching and those which were most important for an elementary teacher training program. There were numerous competencies suggested which would be impossible or nearly impossible for an individual to attain without a few years of teaching experience. Likewise, it was apparent that the importance of the various competencies varied greatly. Therefore, it was essential that the final list be those which were most important for successful teaching and at the same time were most appropriate for the undergraduate teacher training program.

Validation of the selected competencies, completed as part of the 1975 project, utilized two methods: (1) comparison with other competency lists and (2) consensus activities with groups of educators. The other lists chosen for comparison were from the Gull Lake Conference (MSU, 1975), the COAST Project (Wayne State--Ferris State, 1974), the University of Michigan Elementary Science Project (1974), and the PBTE Florida Catalogue of Competencies (1973). Of the 86 instructional competencies chosen for the University of Michigan list, 20 were found on all four lists, 29 were found on three of the four lists, 16 were found on two lists, and 19 were found on only one list. Two of the University of Michigan competencies (one concerning the Common Goals of Michigan and one concerning use of drill and practice in teaching) were not found on any of the lists.

The concensus validation very likely was the most important of all. During this phase of the project there were close working relationships with personnel in the school districts where our students are placed for their practicum activities and with the Elementary Education Committee of the School of Education. This led us to believe that the list which had been developed would be realistic and appropriate for its intended use. At the conclusion of the 1975 project year all teachers supervising student teachers or pre-student teachers were asked to rate the 86 instructional competencies on a scale from 1 (of least importance) to 5 (of greatest importance). This anonymous rating resulted in means ranging from 2.90 to 4.91 for the 86 competencies. These data supported the appropriateness of the selected instructional competencies.

(For further discussion of the procedures used in compiling and validating the list of competencies, the reader is referred to the final report of "A Competency-Based Elementary Teacher Preparation Program Model," prepared by Ann Hungerman, Carl Berger, Stephen Roderick, and Mary Latz, The University of Michigan School of Education, 1975.) Available from the Michigan Department of Education, Teacher Preparation and Professional Development, (517-373-1924) or The University of Michigan School of Education (313-763-0282).

As a result of the various activities of the 1975 project, the current project began with a list of 86 validated instructional competencies and a list of personal characteristics and professional development attributes for building the elementary portion of the project. (See Appendix A, p. 123)

Using the ratings given by the supervising teachers at the conclusion of the 1975 project and additional suggestions submitted by teachers and the elementary education faculty, the 1976 project staff revised the list by editing, revising, and reclassifying competencies which had been placed in an incorrect category. Ten additional competencies were included giving the revised list a total of 96 instructional competencies. (See Appendix B, p. 137) The addition of competencies was as follows:

1. Five competencies were added to complete the subject area listings. The previous list (1975) had only listed reading, mathematics, science, and social studies. It was decided to list all of the subject areas which might be taught by an elementary school teacher. Those added were language arts, art, music, physical education, and health.

2. A review of the 1975 list revealed that there was no competency relating specifically to multi-cultural experiences. Students in the teacher training program at The University of Michigan are required to complete three multi-cultural courses or experiences before they can student teach. Also, many of the school districts in the State of Michigan have worked hard to provide a multi-cultural component in their curriculum. Considering these two developments, it seemed that a competency list without any specific mention of a multi-cultural experience, even though it might be implied in a variety of other competencies, would be truly deficient.

3. In editing the competencies, an acceptable format was developed for various aspects of the instructional process. For example, "Set/select goals/objectives appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned)" had paralled competencies for content and for activities. It was felt that there should also be a paralled competency for selection and utilization of methods/strategies.

4. In reviewing the 1975 list the teachers indicated that there was no mention of motivating pupils in daily activities, lessons or units, and that this can be a very difficult area for a preservice teacher. One competency was added to reflect this need.

5. An additional area which needed some work on the 1975 competency list according to the classroom teachers was the area of classroom control or management. Several of the competencies in this area were rewritten and restructured to fulfill this need. In addition, two new competencies were added--one dealing with rapport with pupils and another with maintaining reasonable expectations.

As a result of editing and adding needed competencies, a revised list was completed which would guide a student through the entire elementary teacher training program. Appropriate changes were made in the various assessment instruments already in use and the list of competencies was made available to all students in the program and to all instructors teaching courses in the undergraduate program.

Secondary

Once the decision was made to proceed independently, the project staff outlined procedures for the developmental phases of writing, validating, and assessing secondary competencies. Some efforts in this area had already been initiated by the Secondary Directed Teaching office in December, 1975. These initial activities of the secondary program were completed as a part of a doctoral study by John Soroka.

In December, 1975, a survey was designed using as its basis the elementary instructional competency list developed as a part of the "Competency-Based Elementary Teacher Preparation Program Model" (1975), The University of Michigan. (See Appendix A, p. 123). This survey was distributed among public school teachers and university faculty. (See Appendix C, p. 143).

John Soroka, using input from the survey responses, edited the list of elementary competencies for use in the secondary directed teaching program. The original classification system was retained. As a result, the secondary competency list was composed of 49 competencies from the elementary study, 8 competencies rewritten from the elementary study, 27 competencies from the Multi-State Consortium of PBE, 1974, according to the elementary study taxonomy, and 1 competency from the researcher in the forementioned doctoral study.

This list of 85 instructional competencies was submitted to secondary science teachers in the great lakes area*, secondary supervising teachers from the 1976 Winter Term Student Teaching Program of The University of Michigan, and university faculty from the School of Education. Soroka completed this second step of the competency development process by asking each person to respond to each competency using the following criteria: (1) the importance of having the student teacher achieve the competency, (2) at what point in the program the competency should be achieved, and (3) the degree of objectivity to which the student teacher could be evaluated on that particular competency. Responses of the three groups surveyed were compared on each of the three criteria. The individual competencies were listed by a mean score for all groups for each of the criteria. Then, individual competencies were ranked according to the numerical value for each of the criteria; highest to lowest, 1-85. (See Appendix D, p. 151)

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*From Michigan and Ohio who were not directly involved with the University of Michigan program.

In addition to the three groups surveyed, secondary student teachers of the 1976 Winter Term of The University of Michigan were also asked to respond to the 85 teaching competencies. This was completed in January, 1976. Student teachers were to respond according to their experience, knowledge and confidence on each of the competencies. From the data received from all four groups, both a mid-term and a final evaluation form were developed by Soroka for use during the Winter Term, 1976. (See Appendix G, pp. 193, 201) In addition, the data provided information for subsequent development of the instructional competency list.

During the summer 1976, meetings were held with secondary school teachers to review the list of 85 instructional competencies. At this time the MMPO's were reviewed in hopes of generating any additional competencies which might be necessary for a secondary teacher in aiding his/her students in obtaining the MMPO's. Other additions and deletions were also proposed and discussed.

As a result, the following additions were made by the project staff:

INSTRUCTION

Maintain expectations such that most pupils are able to meet them

Incorporate local community goals

Incorporate Michigan Minimal Performance Objectives

MATERIALS AND EQUIPMENT

Use resource materials consistent with the subject matter being taught

ACTIVITIES AND CONTENT

Use student activities which relate to instructional objectives

METHODS AND STRATEGIES

Provide pupils with experiences which develop thinking skills

SCHOOL AND CLASSROOM MANAGEMENT

Maintain a classroom atmosphere in which pupils feel comfortable

With these additions, a final competency list, totalling 89, was completed during the Fall term. (See Appendix E, p. 171)

Comparison of the Elementary and Secondary Lists

After the two lists were completed, the project staff reviewed the two lists and made a few editorial changes to improve the language of some of the competencies and to make the competencies similar or the same if this could be done without changing the meaning or intent of the competency. As a result of this effort, 53 of the 96 (55%) elementary competencies had a matching competency on the secondary list which was similar or exactly the same. Likewise, 49 of the 89 (55%) secondary competencies had a matching competency on the elementary list which was similar or exactly the same. A complete listing of the matching competency numbers may be found in Appendix F, p. 177.

Table 1 reviews the similarity of the competencies by elementary category. The category "Materials and Equipment" had complete similarity (100%) and the category "Activities and Content" had 86% similarity. The "Evaluation" category had only 17% similarity with the secondary list and the "Planning" category had only 25% similarity with the secondary list.

Table 2 reviews the similarity of the competencies by secondary category. Eighty-two per cent of the "Methods and Strategies" competencies and 80% of the "Materials and Equipment" competencies had similar competencies on the elementary list. The categories with the lowest percentage of similarity were "Evaluation" (17%) and "Activities and Content" (38%). (See Appendices B and E to compare individual statements.

The degree of similarity was about what had been anticipated by the project staff. If the secondary competencies had been subject specific rather than generic in nature, the degree of similarity would probably have been reduced slightly. The category with the least similarity was "Evaluation". This was to be expected since this area is generally treated somewhat differently in elementary and secondary schools.

TABLE 1

ELEMENTARY COMPETENCIES BY CATEGORY INDICATING SIMILARITY TO SECONDARY COMPETENCIES

	Number of Elementary Competencies	Same or Similar on Secondary List	% Same or Similar
INSTRUCTION			
Planning	4	1	25%
Goals and Objectives	7	5	71%
Evaluation	18	3	17%
Materials and Equipment	9	9	100%
Activities and Content	7	6	86%
Methods and Strategies	28	14	50%
SCHOOL AND CLASSROOM MANAGEMENT AND ENVIRONMENT	14	9	64%
STUDENT GUIDANCE/SERVICES	9	6	67%
TOTAL	96	53	55%

TABLE 2

SECONDARY COMPETENCIES BY CATEGORY INDICATING SIMILARITY TO ELEMENTARY COMPETENCIES

	Number of Secondary Competencies	Same or Similar on Elementary List	% Same or Similar
Instruction	17	9	53%
Evaluation	12	2	17%
Materials and Equipment	10	8	80%
Activities and Content	8	3	38%
Methods and Strategies	17	14	82%
School and Classroom Environment	14	7	50%
Guidance and Services	11	6	55%
TOTAL	89	49	55%

CLASSIFICATION

Grouping the competencies was considered essential for organizing the items for further work. During the 1975 project, the final classification of competencies was as follows:

- Instruction
    - Planning
    - Goals and Objectives
    - Evaluation: Diagnosis
    - Evaluation: Assessment
    - Evaluation: Utilization of Diagnosis/Assessment Information
    - Materials and Equipment
    - Activities and Content
    - Methods and Strategies
- School and Classroom Environment
- Student Organization, Guidance, Services

As the project staff was revising the instructional competencies, there were several suggestions given by the public school teachers and administrators and by the University faculty for modification of the classification system. These suggestions were studied by the project staff and those considered most appropriate were incorporated into the system.

Rather than dividing the evaluation portion of the competencies into three smaller categories, it was suggested that there be only one category for evaluation. It seemed that subdividing evaluation competencies was not consistent with the level of competency classification for the other categories. In addition, it had been suggested that the competencies in this area were very closely related and it was sometimes difficult to distinguish which facet of the evaluation process the competency was addressing.

In keeping with the classroom teachers' desire for more emphasis on classroom control and management, it was decided that we would modify the "School and Classroom Environment" category to include competencies concerning management. This change was particularly important considering the modifications made on the competencies in this area and the addition of competencies about classroom management.

The project staff decided to delete "Organization" from the category "Student Organization, Guidance, Services." The competencies in that area had come to have a variety of meanings for various audiences, leading to a great deal of misunderstanding. After reflecting on the intent of the competencies in this area, they were edited to avoid ambiguity, and moved to the "Methods and Strategies" category.

The revised list of categories for the list of elementary competencies was as follows:

- Instruction
  - Planning
  - Goals and Objectives
  - Evaluation
  - Materials and Equipment
  - Activities and Content
  - Methods and Strategies
- School and Classroom Management and Environment
- Student Guidance/Services

Just as the elementary competencies were used extensively in developing the set of secondary competencies, so too was the elementary classification system utilized when adopting a classification system for the secondary competencies. The project staff considered changes suggested by a consultant group of secondary school teachers and administrators (see Project Staff, p. ii) and decided on the following classification system for the secondary competencies:

Instruction
Evaluation
Materials and Equipment
Activities and Content
Methods and Strategies
School and Classroom Environment
Guidance and Services

As might be expected from considering the overlap of 55% between secondary and elementary lists of instructional competencies, the classification systems for secondary and elementary had a great deal of overlap. The secondary list included a category for "Instruction" which was relatively the same as the elementary categories for "Planning" and "Goals and Objectives." The word "Management" was deleted from the elementary category "School and Classroom Management and Environment" when it appeared on the secondary classification system. And "Student Guidance/Services" on the elementary system became "Guidance and Services" on the secondary system. All other categories remained unchanged.

THE EVALUATION MODEL

The primary goals of this project were predicated on the need for building an evaluation model for the directed teaching experience. Such a model would provide individual student assessment as well as input for program assessment. As the model was being developed it became readily apparent that the model would need to encompass more than just directed teaching. In order to have continuity and to meet the continuing needs for feedback, the model was developed to include all phases of pre-service teacher training.

Development of the model was based on the following factors:

1. Who could give input about a student's level of competency attainment? Supervising teachers, University supervisors/instructors, pupils/students in the classroom, and the students themselves.
2. What were the appropriate points in the training program for obtaining the needed assessment information? Entry into the program, during the field experience (pre-student teaching), and during directed teaching.

All students in The University of Michigan teacher training program are required to complete a pre-student teaching field experience prior to directed teaching. This practicum may be taken in either the junior or senior year. Pre-student teaching practicums in the many special fields vary according to the program. All pre-student teaching experiences are taken concurrently with at least one methods course and may be in combination with other methods or foundations courses as required by the special field program (e.g., social studies, mathematics, elementary). The pre-student teaching experience gave the initial feedback opportunity which could be compared with and contrasted to feedback obtained later during directed teaching.

In developing the evaluation model it was important to provide as much relevant feedback as possible for each student. In addition, all assessment instruments needed to reflect the competency list established for either the elementary or the secondary portion of the teacher training program. Other considerations included helping a student see his/her progression through the program and building a relationship between the components of the evaluation model and the various assessment instruments. Also, the model needed to be applicable to both elementary and secondary education.

Discussions with various faculty members and supervising teachers provided a basis for building the model. A draft of the proposed model was reviewed by faculty members, revisions were made to make the model workable, and the completed model was adopted. (See Figure 1.)

The five key points in the training program which would call for assessment are: (1) entry into the program, (2) mid-term during the pre-student teaching field experience, (3) end of the pre-student teaching field experience, (4) 6th-8th week of the 15-week directed teaching experience, and (5) end of the directed teaching experience. The

EVALUATION MODEL

	Areas To Be Assessed					
Assessment Points	Personal and Professional Characteristics	Self Perception	Instructional Competencies - Pre-student Teaching Knowledge Level	Instructional Competencies - Directed Teaching Demonstration Level (Elementary/Secondary)	Instructional Competencies - Pre-Student Teaching Demonstration Level (Elementary)	Pupil Evaluation
Entry into Teacher Education Program	S*	S				
Mid-Term (Pre-student Teaching)	S* ST*				S* ST*	
End of (Pre-student Teaching)	ST US S	S	US		ST S*	
6-8 weeks Directed Teaching	ST US S*			ST S*		P
End of Directed Teaching	ST* S US*	S		ST S*		P

*Optional

S - university student
ST - supervising teacher
US - University supervisor
P - pupils

FIGURE 1

model included assessment by: (1) the student, (2) supervising teachers, (3) University supervisors/instructors, and (4) pupils/students in the classrooms where students are working. Each of the instruments which would become a part of the assessment process would be related to the set of instructional competencies or to the list of personal and professional characteristics which had been adopted for both elementary and secondary education. The following assessment instruments would be needed to implement all phases of the model:

1. multi-phasic self-perception of instructional competencies: a. elementary, b. secondary
2. instructional competencies for pre-student teaching (knowledge level): a. elementary, b. secondary
3. instructional competencies for directed teaching (demonstration level): a. elementary, b. secondary
4. instructional competencies for pre-student teaching (demonstration level): a. elementary, b. secondary
5. personal and professional characteristics: a. elementary/secondary
6. pupil/student assessment of the pre-service teacher: a. elementary, b. secondary

The model was designed to be used for both elementary and secondary programs. Initial implementation of the model was completed for the directed teaching experience during the Fall Term, 1976. All elementary and secondary students (N = 188) in directed teaching during that term participated in the model implementation.

Portions of the complete model, including the pre-student teaching experience, were implemented in the elementary program and in the secondary program in the fields of social studies, mathematics, and science. Future plans include expansion to all secondary programs.

All of the assessment instruments of the model have been developed and used except for the instructional competencies for pre-student teaching (knowledge level) and the secondary instructional competencies for pre-student teaching (demonstration level). Some work was begun on the development of these instruments for use during the pre-student teaching experience. It is hoped that these will be completed in the next few months so that the complete model may be implemented for all students in all elementary and all secondary teacher education programs during Fall Term, 1977. Group consensus on the instructional competencies for pre-student teaching (knowledge level) probably is the most difficult to achieve. Various instructors who have been teaching the methods courses need to agree upon the content of the instructional competencies to be assessed (knowledge level) at the completion of their courses. Such agreement can become quite difficult and must be approached carefully and in as unthreatening a manner as possible. This is an especially difficult problem in a University situation where academic freedom is of prime importance.

All of the completed assessment forms were utilized during the Fall Term as they became available. Each of the forms will be subject to periodic changes/modifications as they are needed.

The following section describes the instruments used during Winter Term, 1976, as developmental forms. In addition, each finalized form which was completed for use in Fall Term, 1976, is discussed.

ASSESSMENT INSTRUMENTS

Implementation of the evaluation model was dependent on careful development of the various component assessment instruments. These instruments were utilized in various aspects of the elementary and secondary programs. They were used at entry into the program, during the pre-student teaching field experience and its accompanying methods course, and during the student teaching experience. The instruments were designed to assess instructional competencies and personal and professional characteristics. They were completed by teacher education students, University supervisors/instructors, supervising teachers, and pupils/students in the classrooms of student teachers.

WINTER TERM, 1976

The assessment instruments designed for use during the Winter Term, 1976, were experimental in nature. Various modes of assessment were tested. Competency statements were further developed from previous work in 1975. Editing of existing competency statements, adding new competencies which had been deleted, and eliminating low importance competencies or those which could not be assessed during pre-student teaching or student teaching was completed to improve the previous work.

The following presents a description of the development of each assessment instrument utilized during the Winter term.

Elementary Directed Teaching

The development of this assessment instrument was primarily based on the importance ratings and the suggestions given by the supervising teachers during the Fall Term, 1975. The project staff studied that data which gave an indication of the competencies which needed revision, which areas were missing and those which should be evaluated during student teaching.

It was decided to design an instrument which could be used at both midterm and final. A separate response sheet was included so that the booklets of competency statements could be reused at each administration of the assessment form. The assessment was to be completed by the supervising teacher and it could also be used by the student teacher for self-evaluation.

All of the instructional competencies selected for inclusion had had a mean importance rating of 3.50 or more on the five-point rating scale completed by the supervising teachers at the end of Fall Term, 1975. At this time, the teachers suggested that there was a need to include items concerned with personal and professional characteristics. Thus, the project staff selected a group of 27 statements about professionalism and personal characteristics to be included in the assessment form.

It was decided to use a four-point evaluation scale ranging from 1 (not demonstrated this term) to 4 (outstanding). It was also decided to make the response to each item optional, since there was a need to gather additional information about the appropriateness of the items selected. If the supervising teacher did not wish to respond to an item, he/she could leave the evaluation column blank. They were then requested to indicate why they had not chosen to respond to the item. Reasons for omission could be any of the following:

A. Appropriate for evaluation during this experience; however, no opportunity for demonstration exists in my situation.

B. Not appropriate (important) enough to evaluate.

C. More appropriate for evaluation prior to this experience.

D. More appropriate for evaluation during in-service teaching.

E. Other (please note on back of the response sheet).

In addition, an item was included asking the supervising teachers to indicate how many times during the term a student teacher should be evaluated: two, three, or four times. A copy of the directions, the assessment items, and the response sheet are included in Appendix G, p. 185.

Secondary Directed Teaching, Mid-Term*

After the data from the 85 instructional competencies survey was analyzed, a mid-term evaluation instrument was developed. The process for selecting those competencies to be included in the mid-term form was carefully completed. The original 85 instructional competencies were ranked by mean values, highest to lowest, on the dimensions of IMPORTANCE (is it important enough to be included in the teacher training program), LEVEL (when should it be obtained), and EVALUATION (can it be objectively evaluated). At this point, a group of teacher educators agreed that the 40 highest ranked competencies on the IMPORTANCE dimension should be used for field testing purposes during the mid-term of Winter, 1976. Most of the competencies not included in the field testing were considered by the professional educators to be achieved either prior to student teaching or in the first few years of teaching. A categorical rating scale, from 1 (unsatisfactory) to 4 (satisfactory) and Unobserved, was designed. The selection of 40 competencies was guided by input offered by the professional educators responding to the survey conducted in December, 1975, by analysis of the survey data. The classification scheme was also revised for the mid-term report. (See Appendix G, p. 195)

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*Completed by John Soroka

Secondary Directed Teaching, Final*

The mid-term field findings and the findings of the December, 1975 survey were given consideration in the preparation of the final evaluation form for Winter term, 1976. Revisions for the final evaluation form were based primarily on data collected from the professional educator preliminary survey on the dimension of LEVEL. Selection was made of those competencies which were to be attained prior to completion of the student teaching term. The 0.95 confidence interval was selected for the acceptance of a competence at response "3" (during the directed teaching experience) of the dimension of LEVEL. Based upon the output of the data analysis, thirty-four competencies at the 0.95 confidence interval were selected for inclusion in the final assessment form. Eight other competencies were added at the suggestion of a review group of teacher educators. Seven were in the top 40 by IMPORTANCE and 1 had earned a "3" on the

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*Completed by John Soroka

LEVEL dimension. Thus, the final evaluation form was comprised of forty-two instructional competencies. A rating scale of 7 (Outstanding) to 0 (Unobserved) was selected on the basis of a review of the literature.

Added to the form was an additional item, which was to indicate a student teacher's overall competence. The rating for this had a scale from 1 (Poor) to 10 (Superior). Thus, there were forty-three items which comprised the final evaluation instrument used in April, 1976. (See Appendix G, p. 201)

FALL TERM, 1976

Activities for the development of Fall, 1976, assessment instruments focused primarily on further revision of existing instruments and on the development of new instruments to complete the implementation of the evaluation model. Overlapping statements for elementary and secondary were considered when appropriate. After the forms were completed, each was color coded for easier recognition and for convenience in distribution.

The following presents a description of the development of each assessment instrument utilized during the Fall Term, 1976.

Self-Perception, Elementary

This assessment instrument was developed from the list of 96 instructional competencies for the elementary program. It was decided to utilize the same multi-phasic assessment technique which was developed as part of the 1975 project. It was found that students could assess themselves on each competency item according to their knowledge of the competency, their experience with the competency, and their confidence in being able to use the competency.

After the list of elementary instructional competencies was completed in early Fall, the project staff completed the self-assessment instrument. It was decided to have the students respond on the assessment booklet rather than to use a separate response sheet as had been done previously. It was felt this would simplify the completion of the assessment form and would make future reference to the completed form easier. It was expected that completion of the form would take each student 35 to 50 minutes.

During development of the assessment form, it was decided to modify some of the responses to make them more meaningful for the student. Several suggestions were considered. The following dimensions were adopted for use on this form:

A. My perception of my knowledge.
    1. I have no knowledge.
    2. I have little knowledge.
    3. I have an average amount of knowledge.
    4. I have above average knowledge.
    5. I have an exceptional amount of knowledge.

B. My perception of the degree to which I have demonstrated this.
    1. I have never studied, discussed, or done this in a University or elementary school classroom situation.
    2. I have studied/discussed this in a University course.
    3. I have tried/done this during a University course (micro-teaching, simulation, group experience...).
    4. I have done this for an individual pupil or a small group of elementary pupils.
    5. I have done this for a class/large group of elementary pupils.

C. My perception of my confidence in my ability to do this successfully in an elementary school classroom.

1. I am not confident at all.
2. I am somewhat confident.
3. I have an average amount of confidence.
4. I have more than an average amount of confidence.
5. I am very confident.

The self-assessment instrument (See Appendix H, p 211) was designed to be completed by the student upon entry into the teacher education program to help the student have an initial assessment of his/her background in the instructional competencies and to help the student know what is expected of him/her during the certification program. In addition, each student will complete the self-assessment instrument at the end of his/her pre-student teaching experience to determine progress to that point and areas needing additional work. At the end of the student teaching experience the student will complete the self-assessment for the third time. This will be at the end of the teacher training program for most students and should give the student an indication of his/her areas of strength and weakness as the certification program is completed.

The results of the various administrations of the self-assessment instruments will be used to help guide a student's progress through the teacher training program. Results will aid selection of courses and individual self-improvement efforts. Advisors and students will have access to the completed forms to be used for advising.

Self-Perception, Secondary

This instrument (See Appendix H, p. 221) was developed from the list of 89 secondary instructional competencies after completion of that list in early Fall. The staff decided to utilize the same multiphasic process being utilized for the elementary self-assessment form. Completion of the form was expected to take each student about 35-50 minutes. As with the elementary form, students will be expected to complete the form three times in their teacher education program: (1) entry into the program, (2) upon the completion of pre-student teaching, and (3) upon the completion of student teaching. Results will be available for advising as they will for the elementary students.

Instructional Competencies--Pre-student Teaching (demonstration level) Elementary

Development of this form was completed during the late Summer and early Fall. Data from the Winter, 1976, student teaching assessment form was studied, especially those with many responses of "C" (More appropriate for evaluation prior to this experience). Comments from teachers were also considered concerning those activities which a pre-student teacher is able to complete considering that this is their first classroom experience and that many only spend two half-days per week in the classroom.

The competencies selected for the form were taken from the list of 96 instructional competencies. Items were selected by the project staff. The Elementary Education Committee reviewed the selected items and suggested modifications. Changes were made according to the appropriate suggestions.

It was decided to utilize a three-point response choice ranging from 1 (The student has not demonstrated this competency this term in my classroom; opportunity has existed.) to 3 (The student is competent; doing well for a student teacher.). Respondents were also given an opportunity to choose one of the following responses: A (No opportunity for demonstration of this competency exists in my situation.) or B (This competency is not appropriate (important enough) for evaluation during pre-student teaching.).

This assessment will be completed at the end of the pre-student teaching experience by the supervising teacher. Several of the items also appear on the student teaching assessment instrument. This should allow the student to note his/her progress through the program on specific items. Results will also be used for advising and course selection.

Revision of this form will occur periodically, reflecting data results from responses of A and B and as comments and suggestions are noted by the Elementary Education Committee and by the cooperating teachers. Additional items will be added as needed. (See Appendix H, p. 231)

Personal and Professional Characteristics, Elementary/Secondary

This assessment form was developed from the results of the Elementary Student Teaching Assessment, Winter, 1976, and from the list of personal characteristics and professionalism which was a result of the 1975 project. Results from the Winter, 1976, Elementary Student Teaching Assessment indicated that it was quite difficult to assess such areas as self confidence and emotional stability on the same scale as was used for instructional competency ratings.

Discussions concerning this area were held during the teacher group sessions in the summer. The teachers felt that this area should not be avoided just because it is hard to assess. They felt that many of these personal characteristics and professional attributes are necessary for successful teaching and assessment forms should reflect this. The teachers suggested items which should be included and revisions for those included previously. It was also suggested that the possible responses be: "Clearly evident," "Needs attention," and "Not clearly evident."

The project staff decided to use the format suggested by the teachers with opportunity given for teacher comments. One set of 14 items selected for inclusion would relate to this assessment format. For the other 19 items chosen, it was decided to use a checklist format where the respondent would check the areas exhibited by the student.

This instrument was designed for use in student teaching and in pre-student teaching; for use by supervising teachers, students, and University supervisors. The form was expected to indicate areas of weakness for an individual and to help the University staff know who might be needing additional help in these areas. (See Appendix H, p. 235)

Instructional Competencies--Directed Teaching (demonstration level) Elementary

This assessment instrument was developed by looking at the results of the instrument used during Winter, 1976. The missing data information and the teachers' reasons for omission were found to be most helpful. (See Appendix I, p. 273, for the data.) Teacher suggestions were also given through written comments and through discussion during the summer meetings with the teachers.

The project staff considered the list of 96 instructional competencies when making the item selection, especially the items which had been newly added to that list. Additional review was undertaken by the Elementary Education Committee and reference was made to the mini-model which studied student and teacher responses (see p. 40). The final form consisted of 42 items which could be evaluated on a continuum from 1 (The student has not demonstrated this competency this term in my classroom; opportunity has existed) to 3 (The student is competent; doing well for a student teacher) to 5 (The student is outstanding; doing as well as an excellent, experienced teacher). This continuum was chosen to help teachers be able to distinguish between the particular strengths and areas of needed work for their students. Other continuums used tended to find teachers rating their students on the highest one or two of the ratings on most items. Such information does not really provide the needed feedback for the student as he/she does not know how the teacher actually perceives the students strengths and needs.

It was also felt that teachers should have an opportunity to omit items if they did not choose to respond to them. Options given for not rating an item were: A (No opportunity for demonstration of this competency exists in my situation.) and B (This competency is not appropriate (important enough) for evaluation during student teaching.).

In addition to the 42 items which were to be rated on the continuum, 11 items were included which were to be checked if the student had exhibited them. These items did not lend themselves to a continuum sort of rating.

This form was designed to be used for mid-term and final assessment of a student during student teaching. It could be used by the supervising teacher and the student teacher. Discussion of the results of this assessment form was suggested between the supervising teacher and the student teacher and between the University supervisor and the supervising teacher. A conference among all three was encouraged. Results could also be utilized by the advisor. (See Appendix II, p. 239)

Instructional Competencies--Directed Teaching (demonstration level) Secondary

Summer, 1976 was devoted to the development of forms to be used during the Fall term. Meetings were held with an advisory team of secondary supervising teachers and the project staff. Discussion centered on the results of the data obtained from the Winter, 1976 final evaluation form.

After decisions were made by the advisory group, the project staff edited and revised the form used in April, 1976. A revised secondary instructional competence evaluation form was designed and implemented during the Fall term. This form was used for both midterm and final evaluation of secondary student teachers. The elementary instructional competency list was reviewed for possible inclusion of competencies and utilization of identical/comparable wording. A total of 29 instructional competencies and one overall rating of student teacher competence, emerged. To aid in comparable data analysis, a rating scale identical to that of the elementary instructional competency form was used. (See Appendix H, p. 245)

Pupil/Student Assessment

Various existing forms were suggested for use by the student teacher with the pupils/students in their class(es). The suggested forms were obtained from the Ann Arbor Public Schools and from studies being undertaken by two University of Michigan doctoral students: Ms. Patricia Augenstein and Mr. John Soroka. (Copies of the suggested forms are included in Appendix H, p. 251)

All student teachers were encouraged to undertake a pupil/student assessment at least once during the student teaching experience. The student teacher could choose any of the suggested forms or could develop his/her own. The results would be for the personal use of the student teacher. He/she could choose to share the results with the supervising teacher or the university supervisor or not to share them at all.

Elementary Data Sheet

This form was developed to collect demographic information from the students in elementary education. Data was needed of pre-student teaching placement, courses selected, student teaching assignment, current student status, student ID number, and the number of hours completed at the University of Michigan. This data form was similar to the data sheet utilized in Fall, 1975 as part of the 1975 project.

Data collected were to be read into the computer along with the results of the various assessment forms. Such information will be useful in helping to obtain program feedback and information about the progress of various groups of students in elementary education. A data sheet will be completed by each elementary education student in pre-student teaching and student teaching each term. (See Appendix H, p. 269)

MINI-MODELS

Besides the development of an evaluation model and its various assessment instruments, another major goal of the project was to explore a series of mini-models paralleling the total evaluation model. The mini-models were designed to explore additional methods of assessing groups of competencies or providing instruction in them. Often a mini-model designed to assess, could easily have as much impact in instruction. Most of the mini-models were implemented to provide additional feedback to the student and, frequently, they involved peer assessment.

They provided an opportunity for innovative ideas to be generated and tested. They involved various programs, classroom teachers, student teachers, teacher educators, and pupils/students. Some of the mini-models were designed to pilot an idea which might provide additional information for the individual student in teacher training; some studied isolated small portions of one of the programs or a specific question about the effectiveness of a program; and were suggested and arranged by the project staff with implementation through the student teaching seminar or during the methods/pre-student teaching block. Instructors and supervisors in these situations helped implement and evaluate many of the mini-models. Some of these were conducted for program evaluation and others for student evaluation.

The wide range of mini-models utilized, provided much information for student evaluation. Many were quite successful and will be included in the instruction/assessment process during future terms; others will be modified for future use.

Following is a discussion of each mini-model implemented during the project year.

MINI-MODEL 1: A Comparison of the Responses to the U-M CBTE Assessment Instrument by Teachers and by Students in Pre-student Teaching and in Student Teaching, Winter, 1976

This mini-model was designed to analyze the response differences of students and supervising teachers who completed the Winter 1976 elementary assessment instrument. The purpose was to refine the instrument and to provide information for the improvement of the teacher education program.

The Winter, 1976 elementary assessment instrument was completed by student teaching and pre-student teaching supervising teachers at midterm and again during the final week of the term. The student teachers completed it during the final week of the term. Pre-student teachers completed it at midterm and again during the final week of the term. The responses were on a four-point scale, ranging from "not demonstrated" to "outstanding". The respondent could also indicate by letter, A-E, why he/she declined to assess any of the items. Data collected were analyzed to test the validity of several assumptions made concerning assessment of elementary teacher competencies and characteristics. A copy of this instrument may be found in Appendix G, p. 186. A discussion of its development appears earlier in this report (p.25). The assumptions and findings were as follows:

1. Teachers supervising student teachers (ST) will respond by assessing more items than teachers supervising pre-student teachers (PreST).

It is clearly evident from Table 3 that teachers supervising student teachers assessed more items than those supervising pre-student teachers. ST supervising teachers declined to assess on 3.78% of the 70 items as contrasted to a 9.73% of items non-assessed by PreST, supervising teachers. Analysis by category revealed the highest percent of non-assessed items (9%) occurred in the Instruction category; the lowest percent (0.61%) in Personal Characteristics. The greatest difference in number of non-assessed items between ST and PreST teachers occurred in Instruction, 4.54% by ST teachers and 14.58% by PreST teachers; and in Student Guidance, Services and Grouping, 0.71% by ST teachers contrasted to 14.28% by PreST teachers. Of the total 70 items, there were 18 which everyone assessed and 52 items which some declined to assess. Of these 52, in 38 cases there were more PreST teachers declining to assess than ST teachers, and in 14 cases, the number of PreST teachers declining to assess was equal to ST teachers. (See Table 3 .)

2. Teachers will respond to more items for the final assessment than for the midterm assessment.

The number of non-assessed items was greater during the final assessment than it was at midterm, for both groups

TABLE 3

THE NUMBER OF ITEMS NON-ASSESSED BY SUPERVISING TEACHERS
Winter, 1976

	Midterm		Final		Total	
	Ratio	Percent	Ratio	Percent	Ratio	Percent
Instruction (33 items)						
ST (N=10)	12/330	3.63	18/330	5.45	30/660	4.54
PreST (N=8)	38/264	14.39	39/264	14.77	77/528	14.58
TOTAL (N=18)	50/594	8.41	57/594	9.59	107/1188	9.00
School and Classroom Management (7 items)						
ST (N=10)	4/70	5.71	2/70	2.85	6/140	4.28
PreST (N=8)	4/56	7.14	1/56	1.78	5/112	4.46
TOTAL (N=18)	8/126	6.34	3/126	2.38	11/252	4.36
Student Guidance, Services and Grouping (7 items)						
ST (N=10)	1/70	1.42	0/70	0.00	1/140	0.71
PreST (N=8)	7/56	12.50	9/56	16.07	16/112	14.28
TOTAL (N=18)	8/126	6.34	9/126	7.14	17/252	6.74
Personal Characteristics (9 items)						
ST (N=10)	0/90	0.00	2/90	2.22	2/180	1.11
PreST (N=8)	0/72	0.00	0/72	0.00	0/144	0.00
TOTAL (N=18)	0/162	0.00	2/162	1.23	2/324	0.61
Professionalism (14 items)						
ST (N=10)	7/140	5.00	7/140	5.00	14/280	5.00
PreST (N=8)	5/112	4.46	6/112	5.35	11/224	4.91
TOTAL (N=18)	12/252	4.76	13/252	5.15	25/504	4.96
Total Items (70)						
ST (N=10)	18/700	2.57	29/700	4.14	53/1400	3.78
PreST (N=8)	54/560	9.64	55/560	9.82	109/1120	9.73
TOTAL (N=18)	72/1260	5.71	84/1260	6.66	162/2520	6.42

ST - Student Teacher
PreST - Pre-student Teacher

of teachers, although minimally for PreST teachers. It was most evident in the Instruction category, less so in Student Guidance, Services and Grouping, Professionalism, and Personal Characteristics and was not evident at all for School and Classroom Management. Apparently, with this new instrument, some midterm uncertainty as to whether an item was appropriate, or whether opportunity would exist during the term to demonstrate it was resolved on the final assessment. The full term of experience helped to determine whether that student or any student at that stage of professional development, could reasonably be assessed on a particular item. The original assumption was based upon the theory that items which at midterm appeared too difficult or inappropriate might in fact be realized or achieved by the final assessment. The reverse appeared to be operating. (See Table 4.)

3. The major reason for teachers' declining to assess an item will be the difficulty level of that item (competency).

An unexpected result was that response A "appropriate, but no opportunity exists in my situation to demonstrate this," outnumbered D, "more appropriate for evaluation during in-service teaching." The expectation of declining to assess because of difficulty was much more evident and, understandably so, for the teachers supervising the initial

TABLE 4

THE NUMBER OF NON-ASSESSED ITEMS BY CATEGORY AND TIME OF ASSESSMENT

	Midterm			Final		
	Student Teaching	Pre-student Teaching	Total	Student Teaching	Pre-student Teaching	Total
Instruction	12	38	50	18	39	57
School and Classroom Management	4	4	8	2	1	3
Student Guidance, Services, Grouping	1	7	8	0	9	9
Personal Characteristics	0	0	0	2	0	2
Professionalism	7	5	12	7	6	13
	24	54	78	29	55	84

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field experience, as opposed to the teachers supervising student teachers: 27 D responses compared to 2. The 14 E responses by ST teachers evidenced their willingness to explain their thoughts and feelings regarding an item. It was this kind of participation which facilitated the program development at U-M to date. (See Table 5.)

4. Teachers will assess students at a higher level for the final assessment than for the midterm.

Teachers were most willing to attest to their students' progress. The few instances of regression were documented by the University supervisor's observations or were the result of a new supervising teacher gaining perspective on assessment levels. The two teacher groups were remarkably similar in this analysis. PreST teachers assessed 32.1%, or 180 of 560 items (70 x 8 students) higher on the final than at midterm and 5.3%, or 30 of 560 items lower on the final than at midterm. ST teachers assessed 33.7% or 236 of 700 items (70 x 10 students) higher on the final than at midterm, and 5.8%, or 41 of 700 items lower than at midterm. (See Table 6.)

TABLE 5

REASONS GIVEN FOR DECLINING TO ASSESS INDIVIDUAL ITEMS*

	Student-Teaching Supervisors			Pre-Student Teaching Supervisors			
Responses	Midterm	Final	Total	Midterm	Final	Total	Combined Totals
A	11	15	26	30	23	53	79
B	1	1	2	2	7	9	11
C	0	1	1	4	4	8	9
D	1	1	2	6	21	27	29
E	5	9	14	0	0	0	14
-	6	2	8	12	0	12	20
	24	29	53	54	55	109	162

Key:

A - Appropriate for evaluation during this experience, however no opportunity for demonstration exists in my situation

B - Not appropriate (important) enough to evaluate

C - More appropriate for evaluation prior to this experience

D - More appropriate for evaluation during in-service teaching

E - Other (please note on back of response sheet)

- - Left blank

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*See Appendix J for listing of the fifteen items which were most often non-assessed.

TABLE 6

CHANGES IN TEACHER PERCEPTION OF STUDENT COMPETENCY FROM MIDTERM TO FINAL ASSESSMENT

Individual Students	Changes in the 70 Individual items, final assessment:	
	Positive (higher than midterm)	Negative (lower than midterm)
Student Teachers		
1.	4	9
2.	32	2
3.	26	-
4.	14	1
5.	36	5
6.	30	-
7.	16	3
8.	35	2
9.	36	1
10.	7	18
Pre-Student Teachers		
1.	27	-
2.	4	13
3.	28	3
4.	29	-
5.	17	3
6.	52	0
7.	12	3
8.	11	8

5. There will be close agreement between numbers of items which are non-assessed by teachers and non-assessed by students.

Despite some variation between individual pairs of student-and-teacher, and from teacher-to-teacher, and student-to-student, the totals for both groups show close agreement in the number of non-assessed items. In the ST group, teachers declined for 28 items, students for 26. In the PreST group, teachers declined for 56 items, students for 52. (See Table 7.)

6. There will be close agreement between the appropriate level of assessment for individual items as perceived by the teacher and as perceived by the student.

Of the student teachers' self-assessments, 86.5% were equal to or within one point of their supervising teacher's assessment for the same item (38% were equal, 30.8% were one point higher than their teacher's 17.7% were one point lower). For 13.4% of the items, there was a difference of two points, or the item was not assessed at all. Of the pre-student teachers' self-assessments, 76.6% were equal to or within one point of their supervising teacher's assessment for the same item 26.4% were equal, 18.3% were one point higher than the teacher's, and 31.7% were one point lower). For 23.3% of the items there was a difference of two points or the item was not assessed at all. The

TABLE 7

A COMPARISON OF THE NUMBER OF ITEMS NON-ASSESSED BY STUDENTS AND BY THE TEACHERS SUPERVISING THEM

	Student Teaching			Pre-student Teaching	
	Supervising Teacher	Student		Supervising Teacher	Student
1.	2	0	1.	11	13
2.	4	3	2.	7	4
3.	0	8	3.	16	5
4.	0	6	4.	1	3
5.	5	1	5.	0	7
6.	0	0	6.	0	7
7.	0	1	7.	17	7
8.	12	1	8.	4	6
9.	3	1			
10.	2	5			
Total	28	26	Total	56	52

greatest discrepancies were found in the self-assessments of less competent students, and consistently reflected a higher self-perception than teacher perception of competence. (See Table 8.)

7. Students will perceive and assess themselves higher during the final week than at midterm.

On 20.1% or 113 of 560 self-assessments by pre-student teachers, the final was higher than midterm assessment of the same item. Only 2.3% had a lower level assessment than at midterm. The majority of items were not changed. This could be explained by a late midterm assessment, shortening the time period for change, or by some modesty of the students. In some cases no change occurred in the assessments because of high assessments at midterm. (See Table 9.)

The following conclusions were derived from the results of this mini-model:

1. Data can be gathered and analyzed to test operational assumptions of a teacher education program.

2. Data concerning items which were non-assessed contributed substantially to the refinement of the draft instrument. More particularly, the results supported our development of separate instruments for assessment of the student teaching and the pre-student teaching experiences.

TABLE 8

DISCREPANCY/AGREEMENT OF STUDENT'S SELF-ASSESSMENT
COMPARED TO TEACHER'S ASSESSMENT

	Degree of Difference From Teacher Assessment						
Student Teacher	Equal	+1	-1	+2	-2	Other (non-assessed, etc.)	Total
1.	2	57	-	9	-	2	70
2.	21	39	-	6	-	4	70
3.	36	3	22	-	1	8	70
4.	19	37	-	8	-	6	70
5.	36	17	11	-	1	5	70
6.	43	27	-	-	-	-	70
7.	36	10	23	-	-	1	70
8.	21	4	25	-	8	12	70
9.	24	1	35	-	7	3	70
10.	28	21	8	7	-	6	70
	266	216	124	30	17	47	700
Pre-student Teacher							
1.	15	1	25	-	12	17	70
2.	11	42	-	10	-	7	70
3.	22	5	21	-	4	18	70
4.	24	-	37	-	5	4	70
5.	29	25	9	-	-	7	70
6.	18	25	17	-	-	10	70
7.	6	-	35	-	8	21	70
8.	23	5	34	-	-	8	70
	148	103	178	10	29	92	560

TABLE 9

CHANGES IN STUDENT PERCEPTION, SELF-ASSESSMENT OF COMPETENCY FROM MIDTERM TO FINAL ASSESSMENT

Individual Students	Changes in the 70 individual items, final assessment:	
	Positive (higher than midterm)	Negative (lower than midterm)
Pre-student Teacher		
1.	6	-
2.	33	2
3.	11	0
4.	4	0
5.	8	6
6.	25	5
7.	2	0
8.	24	0

(Comparable data not available for student teachers)

3. The use of the draft instrument aided in goal-setting by both teachers and students in both levels of field experience.

4. The use of this instrument increased students' knowledge of what was expected from them. They appeared quite realistic in self-assessment.

5. Discrepancies between student self-perceptions of competence and teacher perception of student competence suggest a lack of communication, or a lack of realistic perceptions, or both. This condition invariably reflected a problem situation and a need for immediate attention.

6. Continuing these kinds of analyses of data on a program-wide basis can serve the same useful purposes this mini-model has accomplished.

MINI-MODEL 2: Physical Education Program Model

The purpose of this mini-model was to determine the impact of two program variations on the directed teaching experience specifically examining 1) the interaction between cooperating teacher and student teacher, 2) the consistency of student teacher beliefs about education and 3) pupil evaluations of the student teacher.

The program variations were 1) a pre-student teaching block program for junior students in physical education and 2) a seminar for student teacher and cooperating teacher pairs during the directed teaching experience.

There were four different groups of students which participated, they were 1) block/seminar, 2) non-block/seminar, 3) block/non-seminar, and 4) non-block/non-seminar. (N's for groups in Table 10.)

Those students who elected the block program registered for a group of courses, totalling 13 credit hours. Students in the non-block program were also required to take these courses, but registered for them independently.

During the student teaching experience, student teacher-cooperating teacher pairs elected participation in a seminar meeting one evening alternate weeks throughout the semester. The content and activities of the semester were determined by the participants with a university person present and available as a facilitator for the group. The university supervisor also was available to the cooperating teacher and/or the student teacher as a consultant. Student teachers not participating in this program received on-site supervision by university personnel.

A questionnaire was developed to assess specific dimensions of the interaction between the cooperating teacher and student teacher. Three forms of the questionnaire were developed to measure student teacher expectations, student teacher evaluation and cooperating teacher evaluation of identical items.

Data collected from the administration of these forms may be found in Tables 10, 11, and 12. Complete analysis of the data and further description of the results of this mini-model may be found in "An Exploratory Study of Program Impact on the Student Teaching Experience," Shirley Howard Cooper and George Williams.

Generally, the participants evaluated the seminar as a positive experience that should be continued as a program option. Most participants agreed that the opportunity to share information, ideas and feelings with other student teachers and other cooperating teachers was most valuable. Also, there was general agreement that the seminar promoted an atmosphere of more open communication and a more personal basis for interaction. Suggestions for improvement of the seminar were procedural, such as, greater use of the video tapes made by the student teachers, improve orientation to the seminar goals, meet more often. Generally, the participants did not feel there was any value of on-site supervision that was not derived from the seminar experience. This was a comparative statement since all of the cooperating teachers had experienced the on-site visitation system and student teachers had discussed this aspect with other student teachers.

TABLE 10

DESCRIPTION OF PARTICIPATING STUDENTS WITHIN TOTAL POPULATION

	Fall Term Final Evaluation		Winter Term Expectations		Winter Term Final Evaluation	
	A	B	A	B	A	B
Block/Seminar						
Male	3	3	2	2	2	2
Female	1	1	1	1	1	1
Non-block/Seminar						
Male	1	1	0	0	0	0
Female	0	0	4	4	4	4
Block/Non-seminar						
Male	4	3	8	8	8	4
Female	7	6	10	9	10	7
Non-block/Non-seminar						
Male	5	3	13	10	13	7
Female	3	3	11	11	11	8
TOTAL	24	20	49	45	49	33

A - Total number of student teaching assignments

B - Number of participating student teachers

TABLE 11

DIFFERENCES IN STUDENT TEACHER EXPECTATIONS
BY TREATMENT GROUPS

	N	M	Student's t Statistic	DF	Significance Level
Questionnaire Relationships:					
Seminar	5	142.00			
Non-seminar	29	125.28	2.17	32	.03
Block	15	133.53			
Non-block	19	123.16	1.86	32	.07
Block/Non-seminar	13	132.15			
Non-block/Non-seminar	16	119.69	2.17	27	.03
Block/Seminar	2	142.50			
Block/Non-seminar	3	141.67	.65	3	.95
Questionnaire Discussions:					
Seminar	5	66.00			
Non-seminar	29	68.48	-.52	32	.60
Block	15	71.73			
Non-block	19	65.26	2.01	32	.05
Block/Non-seminar	13	72.00			
Non-block/Non-seminar	16	65.62	1.78	27	.08
Block/Seminar	2	70.00			
Block/Non-seminar	3	63.33	.76	3	.50
Questionnaire Social Contacts:					
Seminar	5	10.40			
Non-seminar	28	8.85	1.01	31	.31
Block	15	9.60			
Non-block	18	8.66	.85	31	.40
Block/Non-seminar	13	8.84			
Non-block/Non-seminar	15	8.86	-.17	26	.98
Block/Seminar	2	14.50			
Block/Non-seminar	3	7.66	7.28	3	.005
Logical Consistency Scale:					
Seminar	5	52.60			
Non-seminar	29	35.48	2.18	32	.03
Block	15	37.13			
Non-block	19	38.68	-.25	32	.79
Block/Non-seminar	13	33.53			
Non-block/Non-seminar	16	37.06	-.58	27	.56
Block/Seminar	2	60.50			
Block/Non-seminar	3	47.33	.78	3	.49

TABLE 12

ANOVA AND SIGNIFICANT POST HOC F COMPARISONS FOR TREATMENT GROUPS AT THE END OF STUDENT TEACHING

Sources	Block/ Seminar			Non-block/ Seminar			Block/ Non-seminar			Non-block/ Non-seminar			F Statistic	Significance Level	Significant Post Hoc Pairwise Comparisons
	N	M	SD	N	M	SD	N	M	SD	N	M	SD			
Logical Consistency Scale	7	52.00	10.03	5	52.00	10.67	16	46.68	12.39	17	38.64	12.23	3.13	.03	1-4, 2-4, 3-4
Pupil Evaluations	7	39.33	1.60	4	39.27	2.97	12	37.41	2.65	16	38.06	3.35	.86	.46	
Questionnaire Relationships Student Teachers	7	147.00	9.46	5	134.60	22.09	17	138.65	15.33	21	137.29	20.65	.62	.59	
Cooperating Teachers	6	146.45	17.59	5	142.01	7.57	19	132.66	15.38	21	139.82	12.48	1.91	.13	
Discrepancies	6	24.35	12.57	5	32.33	16.92	16	33.30	8.41	21	31.96	12.20	.90	.44	
Questionnaire Discussions Student Teachers	7	75.81	5.91	5	66.80	10.03	17	67.98	9.03	21	62.96	14.20	2.32	.08	
Cooperating Teachers	6	78.50	3.83	5	76.80	3.34	19	71.29	9.48	21	64.12	9.88	6.01	.001	1-4, 2-4, 3-4
Discrepancies	6	9.03	5.47	5	14.80	8.64	16	13.34	5.66	21	16.39	5.94	2.45	.07	
Questionnaire Social Contacts Student Teachers	7	9.71	2.43	5	7.20	2.94	17	6.47	1.46	21	6.04	1.49	7.59	.0003	1-2, 1-3, 1-4
Cooperating Teachers	6	9.50	1.97	5	7.80	2.58	18	6.44	1.61	21	5.71	1.00	10.28	.0000	1-3, 1-4, 2-4
Discrepancies	6	1.66	1.21	5	1.40	.89	16	1.06	1.38	21	.90	1.22	.67	.57	

MINI-MODEL 3: Peer Observation

Following are the descriptions of the student teaching peer observation variations utilized during the project year.

(a) Secondary Social Studies Peer Observation

During the Winter term, 1976, eight secondary social studies student teachers assigned to one building particpated in an observation mini model on an informal basis. Each student teacher observed two other student teachers a total of two times during the semester. One observation focused on social studies criteria used for evaluating all student teachers in that field. The other observation consisted of each student teacher indicating specifically what he/she wanted observed during the period. Feedback was given after all observations by both a written and verbal process. In addition, these eight student teachers met as a small seminar every other week to discuss competencies, evaluation feedback, and ways to improve their teaching. During the previous term, these student teachers had also engaged in micro teaching which gave them some skills in observing and providing observation feedback. Results indicated strong support for peer observation during the student teaching experience. More piloting was needed, but the students felt they received useful feedback. They also reported improvement in their teaching as it related to acquiring instructional competencies. They were able to help each other and the seminars added to their competency attainment.

As a result of this informal pilot of peer observation, several other mini models were initiated for Fall Term, 1976. Specific plans were formulated and implemented as described in the following sections.

(b) Elementary Student Teacher Observations

Eight elementary student teachers assigned to two buildings were asked to participate in peer observations in their respective schools. All agreed to participate. Peer observation procedures were reviewed with the student teachers and the supervising teachers involved. Student teachers were given the list of elementary instructional competencies as possible areas of focus for their observations. Observation forms having two parts were distributed. The top portion of each form allowed the student teacher to indicate specific competencies on which he/she wanted feedback. The lower portion was used for observer comments. (See Appendix K.) Each student teacher was observed a minimum of two times.

(c) Secondary Student Teacher Observations Within Subject Area

Secondary student teachers in science and social studies completed a minimum of two observations of other student teachers in their specific subject area. Science student teachers observed other science student teachers in their own school, and in other buildings. Both written and verbal feedback was given by the individual observers. In the social studies area, the student teachers also completed several tape recordings of their teaching. These recordings were discussed among the group of student teachers along with the university supervisor. These discussions were held after the observations of a particular student teacher.

(d) Secondary Student Teacher Observations Across Subject Areas

A total of ten student teachers within one building and representing the subject areas of science, speech, English, mathematics and social studies engaged in across subject area observations. In addition, two student teachers in junior high school science and social studies also observed each other because of their expressed interest in participating in the mini-model. Student teachers were requested to observe in as many areas as possible, with two different observations being a minimum. Each university supervisor in the different subject areas introduced the peer evaluation system to his/her students at a seminar meeting. Observation forms were distributed at that time, along with a list of other student teachers in other disciplines at the same high school. (See Appendix K for a copy of the observation form.) Student teachers were asked to indicate on the observation form competencies on which they wanted feedback. Observers completed the lower portion of the observation form and return it to the student teacher observed.

(e) Elementary/Secondary Cross Observation

Five elementary student teachers and three secondary student teachers were involved in this particular plan. The elementary student teachers visited a high school to observe the two secondary student teachers. They were given evaluation forms by the secondary student teachers for assessment in personally chosen areas. Each secondary student teacher decided what he/she wanted the elementary observers to observe.

The secondary students visited the elementary school several mornings and observed two different elementary student teachers. A peer evaluation sheet was completed for each elementary student teacher (See Appendix K for a copy of the evaluation form.)

The areas most often requested for feedback by student teachers were classroom management (order and discipline) and the ability to communicate. Specific competencies requested to be observed were knowledge of subject matter, the ability to explain content, and clarity of the presentation. Other areas requested for feedback were organization of the lesson, enthusiasm, flexibility, motivation, atmosphere in the classroom, and the use of discussion in teaching a lesson.

When asked what they learned from the observation that confirmed information they knew about themselves, the student teachers responded:

> Control techniques were good. Need to be sensitive to the level of the class. Could never teach elementary with much success (observations confirmed this). Really desire to teach at the secondary level.

The student teachers indicated they learned a great deal of information about themselves from the peer observations:

> Got new ideas concerning length of lesson. Learned I was a flexible teacher. Learned I have a good rapport with my students. Learned I could get along well with other student teachers.

The student teachers who participated in the peer observation mini model were quite supportive of this type of experience in their teacher training program. Almost unanimously, they felt the peer observations were valuable and ought to be expanded. Comments made by student teachers were:

> Just getting to another school was valuable.
> Valuable to see other student teachers in a classroom.
> Good to see common things and those which differ in the classrooms.
> Good to see how different teachers react in different situations.
> Valuable to talk to elementary teachers and to look at their techniques.
> Gives you a useful overall veiw of students and the educational system.
> Helped to see how discipline problems were handled.
> Need more observation of other student teachers at different levels.
> Need wider variety of observation--learned a lot.
> Helpful, but forms need to be improved.
> More planning needed in order to have more observations.
> Traded observations and helped each other to do a better job.
> Listening to tapes and then observing was helpful for my own teaching.

University faculty were most supportive of the peer observation model. Faculty who were most enthusiastic were more successful in getting their student teachers interested and involved in participating. At least two faculty members will utilize peer observation during the Winter term, 1977. Elementary teachers in two elementary schools will be engaging in peer observations on a regularly scheduled basis. Secondary social studies methods students will spend a week observing elementary student teachers before they begin their secondary pre-student teaching practicum experience. Comments received from university staff who participated in the various peer observation plans were:

My student teachers and supervising teachers felt peer observations had much value
Pre- and in-service teachers need to become comfortable teaching in the presence of their peers and other persons
It was valuable, and I plan to include peer observation in scheduling student teachers experiences during the Winter Term, 1977
Students reacted favorable to the peer observations; they liked the additional feedback on their teaching
None seemed overly intimidated by the idea of peer observation
Sound idea and ought to be expanded
Student teachers need more feedback and comments from fellow student teachers. Are likely to receive helpful and sympathetic comments
Believe peer observation evaluations were positive--believe students were sensitive to peer needs and frustrations
Forms were appropriate and useful
Interesting, informative, important to overall growth as a teacher--worthwhile
All secondary student teachers should spend one day to one week in an elementary school
Peer observations should be expanded--feedback received was positive
Secondary student teachers had not been in elementary school since their own elementary days
Helpful to put their own teaching into perspective
Brought about more communication between secondary and elementary teachers in the field and in same district

MINI-MODEL 4: Computer Simulation

The computer simulation mini-model involved students interacting with a series of computer programs which simulated teaching incidents. The teaching incidents included programs to solve problems which might occur during the first few years of teaching. The problems range from students falling asleep in class, to a student fighting with a teacher in a hallway. Sixty-five students both elementary and secondary, were instructed in the use of the computer simulations. A student teacher would sit at a console, and after checking in, would call for a particular computer program. The computer would describe the incident and give several choices that a student could follow. These choices ranged from allowing the situation to continue to a very authoritarian response. Usually four or five responses were given for each initial incident. Depending upon the student's initial selection of response to the incident, the computer would print out a result and a series of further choices. Choices the student made over time would resolve the problem or further complicate the teaching incident. The program ended with the computer informing the student that the problem had or had not been resolved at that time. A sample program is shown in Appendix L, p. 285.

Sixty-five students participated in the computer similation mimi-model. They were encouraged to start with the program "Fight" so that comparative data could be gathered. They also were encouraged to spend about one hour with the computer simulation. Sixty subjects stayed with the computer simulations long enough to generate data for analyses. The average time spent in running a simulation was 55 minutes, with a standard deviation of 23 minutes. Approximately 8 simulation programs could be attempted during this time. Thirty students worked with secondary school programs, and 30 students worked with elementary school programs. Secondary and elementary school programs differed only in whether the incident occurred in an elementary or secondary school. The response structure given by the program to the students was similar in all other respects.

It was possible to repeat a program many times whether or not the student had been successful in resolving the problem. Thirty-one students repeated the initial program with a new approach. That is, they would select a different solution to the initial incident presented by the computer. Forty-eight students worked with "Fight" as a first program. As shown in Appendix L, the new teacher observed a fellow teacher confronting a student, and the student shouted an explitive at the teacher and walked quickly toward the new teacher. The new teacher's response comprised the first input to the computer. Twenty-one of the 48 student teachers completed the "Fight" program with positive results on the first attempt. Of these, 9 repeated the "Fight" program again. Twenty-seven students completed the "Fight" program unsuccessfully on the first attempt. Of these, 19 attempted the same program again. Of the 19 making the second attempt, 13 were successful in that the program was positively resolved. Of the 6 that were not successful on the second attempt, 4 went on to a third attempt, and all 4 achieved a positive response.

After completing the "Fight" program, student teachers selected many varying programs, depending upon their individual interests. The selection was sufficiently divergent so that little comparative data could be gathered. No significant differences in time or number of programs attempted was exhibited between elementary or secondary student teachers.

After completing the computer program, students completed a questionnaire indicating the relevance of computer simulations to their educational career. They also indicated if the program should be included in future teacher training activities, and if so, where. The results of the questionnaire indicated that both elementary and secondary student teachers felt the simulation was relevant to their career, and that it should be included in teacher education prior to student teacher. Many student teachers indicated that they were living through the experiences simulated through the computer, and thus, did not need the computer program at that time.

Conclusions

Results of 60 students working with the programs indicated that students not successfully completing an individual program followed a definite learning process; i.e., they attempted new solutions to the same problems until they were successful. By the third trial of the 48 persons who had tried the same initial program, 46 were successful. The program should be used prior to student teaching as the students in directed teaching felt that it duplicated the real life situations that they were presently experiencing.

Therefore, this mini model will be continued to be used at the pre-student teaching level.

(Simulated incidents copywrited in 1976 by Vince Lunetta, University of Iowa.)

MINI-MODEL 5: Decisions in Teaching

Decisions in Teaching is a film-simulation measuring projected teaching behaviors on three loci of control which are (1) teacher oriented, (2) student teacher cooperation oriented, and (3) student oriented. The film shows nine scenes each having six possible results and subjects are asked to respond by indicating their degree of agreement. The six statements, include two statements reflecting each of the three loci of control. This simulation has been used successfully in detecting differences in the teaching behavior prior to, during, and after training in the use of new elementary school science curriculum materials.

In this project, Decisions in Teaching was used as a mini-model to determine if characteristic differences occur in projected behaviors of student teachers compared to pre-student teachers and teachers in the field. Two techniques were proposed for detecting these differences. First, an individual student could compare his/her Decisions in Teaching profile prior to student teaching with their profile obtained during student teaching. Second, comparisons could be made between the scores of students not yet enrolled in directed teaching and those currently enrolled. While the analysis of the cases using the first technique showed dramatic changes, the small number of students involved made statistical analysis impossible. Therefore, the second technique was used for statistical analysis.

Sixteen student teachers were compared with 29 pre-student teachers with the following results. In general, student teachers' profiles were similar to experienced teachers. They were more discriminating in what behavicrs they projected they would use in the classroom. Thus their overall profiles were lower indicating disagreement with more possible teaching behaviors. Pre-student teachers agreed with more behaviors and reported more agreement with many of the conflicting statements of possible teaching behavior. Their profiles were higher than the student teachers or experienced teachers.

Specifically, a significant difference occurred in the locus of control of the first scene, "Asking students questions." Student teachers indicated a greater degree of student-oriented locus of control than the pre-student teachers. The analysis was significant at the $\alpha = .05$ level with student teachers scoring between 0.07 and 2.53 points closer to specific set responses rather than open-ended responses (a five point scale was used).

In conclusion, the use of Decisions in Teaching is a successful mini-model in that it documents a change toward pragmatic decision making in the classroom and away from altrustic, ideal solutions and thus should be continued. In the future, collecting data on the same students before and during student teaching should lead to more definitive results.

MINI-MODEL 6: Tuckman Teacher Feedback Form

In the January, 1976, issue of Phi Delta Kappan, Tuckman proposed a system of feedback to be used by educators. By setting, developing, and receiving feedback in terms of their own goals, a teacher can specify what he/she thinks a "good teacher" should be. This process begins with a list of rules for effective feedback. These serve as a basis for the TTFF (Tuckman Teacher Feedback Form). The TTFF itself contains a list of 28 adjectives with paired opposites describing human elements in teaching (e.g., gentle-harsh, cautious-experimenting). (See Appendix M, p. 293)

The procedure involves a seven-step feedback system briefly outlined below.

1. Get a team of volunteer teachers.

2. Have each teacher complete a TTFF describing the "good teacher". (They can describe themselves as they think they are, or as their ideal.)

3. Provide an opportunity for the teachers to observe one another and complete a TTFF describing observed behavior.

4. After mutual visitations each teacher receives a consensus summary of the ratings by others. Group meetings are held to discuss the feedback.

5. Strength training its initiated. "In strength training, people learn how to create new strengths for themselves by discussing their deficiencies with one another and giving one another specific ideas about how to convert them into strengths.

6. Leadership of the group can be provided by a trained staff member or by a professional trainer serving as a consultant.

7. Teachers observe one another again to determine whether there has been a behavioral change.

Tuckman tried out three variations of this feedback system. The first was conducted during a one-week summer workshop where it was used to give feedback to students beginning to teach vocational subjects. The TTFF was administered at two presentations. At the site where the TTFF was followed by feedback, there was an improvement in the TTFF ratings.

In 1973, V.J. Walencik tried a second variation with student teachers in industrial arts. The college faculty members who were responsible for their supervision and the high school students who were being taught filled out the TTFF. Within this framework, the student teachers were divided into three groups. One-third of the student teachers through their supervisors, received feedback from their students, both on paper and through group discussions. Another third received only positive feedback to help them feel successful. The last third received only informal feedback. "Student teachers who received TTFF feedback changed more than those whose feedback was altered or those who received what amounted to little or no feedback."

J.R. Kotula conducted a study at the community college level closely related to the seven-step feedback system. Four groups of faculty members from each of the two community college campuses were

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randomly divided so that one group only, filled out the TTFF, and the other three groups took part in mutual observation through intervisitation and followed-up with an exchange of feedback. Several problems arose within the groups and outcomes varied.

In conclusion, Tuckman suggests the use of his system over informal methods to promote change. He encourages educators to try variations of his feedback system to promote teacher growth.

The project staff decided to conduct a mini-model based on the Tuckman feedback system. Three university supervisors were introduced to the model and were asked to test the system as it related to their particular situation in supervising student teachers.

The first experiment was conducted by a secondary social studies supervisor. During the first week of seminar, the student teachers were asked to complete a TTFF for themselves.

Between weeks 2-12 of student teaching a group of student teachers cross-observed each other in the classroom and completed the TTFF on their peers. At this time the cooperating teacher and the university supervisor also completed a TTFF for each of their students.

During the seminar of the 12th week student teachers completed another TTFF self-assessment and had an opportunity to compare this with their original one and with the TTFF completed by their cooperating teacher, university supervisor and other student teachers.

At the end of the term the student teachers were asked to evaluate the TTFF and then discuss their feelings concerning this feedback system. Here is a summary of their comments:

- The visitations were difficult to arrange due to conflicts
- The Vocabulary used in the rating scales is ambiguous. Perhaps a definition sheet should be used and/or some of the categories changed.
- Many observations by one person over a period of time are more valid and helpful than being observed by many different people who may have different values, different interpretations of the terms, or who view lessons out of context.
- Observations between students are too difficult to schedule. If they must occur, how about using a buddy-system (prearranged to suit schedules).
- The most valuable comparisons were those between their own self-assessments. Perhaps the BEST use of the TTFF is in this area--having student teachers assess themselves 3-5 times during the term. The TTFF can be useful in establishing goals and identifying areas needing improvement.
- Overall evaluation of the TTFF: Somewhat useful tool, but NOT as useful as tape recordings, frequent verbal feedback from critic teacher or use of CBTE mid-term and final evaluation form.

The second Tuckman Feedback variation involved another secondary social studies supervisor and his student teachers. The 1st day of seminar each student completed the TTFF for themselves indicating how they wanted to be as a teacher. Each student then made arrangements for at least two other people (supervising teacher, other student teachers, other teachers, university supervisor) to complete the TTFF indicating their perception of the student. After the form was completed, they were to be discussed on an individual basis between student teacher and observer(s).

The results were greatly affected by the following:

1. "The students were so overburdened with forms that their initial enthusiasm for "just another form" was very low. Consequently they had little investment in the project.

2. Some students participated fully, others only because a) it was required, b) they wanted to please us.

The third experiment with the TTFF involved an elementary university supervisor and her two seminars of student teachers. After receiving information on the Tuckman Feedback system, the supervisor obtained summaries of the article and introduced the idea to the student teachers. They were then asked to complete the TTFF indicating their "ideal" of what a "good teacher" should be. Next, they were to be observed twice by their peers. Each observer completed the TTFF and discussed the results with the student teacher. Following two weeks of peer observations, the student teachers were asked to complete a 2nd "ideal" TTFF and compare it to their first "ideal," noting any changes. During this seminar they were given some time to discuss the TTFF and the feedback they had received. "Many students felt that they behaved in the manner that they had perceived themselves and this made them happy. Others discovered qualities that they did not know they possessed and were pleased with their discovery."

Statistical analysis of the Tuckman mini-model was carried out for a group of elementary student teachers. A total of 16 student teachers were involved. Teachers first responded to the Tuckman scale indicating their "ideal teacher" response. They were observed twice thereafter and rated by an observer. Then they rated themselves according to their "ideal teacher" a second time.

Analysis of variance indicated that there was no difference among observations and "ideal teacher" in three of the four scales of the

Tuckman materials. All ratings whether ratings of self, or by observers, did not significantly differ. One scale, the Creativity Scale, showed a difference between the student teachers' first "ideal teacher" response and the first observation by another student. The ratings of the second observation and the second "ideal teacher" response were not significantly different.

It therefore can be concluded that the observation response of teaching behavior approached "ideal teacher" response as time and experience went on. The final "ideal teacher" response did not significantly differ from the initial "ideal teacher" response, and the second observation was closer to the first "ideal teacher" response. The statistical analysis is shown in Appendix N .

In conclusion, the people involved in the TTFF found it very time consuming. The seminar times were frequently scheduled with prearranged committments, and the first and last of the 13 seminars were used in gathering information for a doctoral study not associated with this project. The necessary discussion time for the feedback system involving the TTFF was not possible. To do justice to the model, it was felt that four to five seminar sessions would have to be available for effective implementation of the feedback system. A suggested alternative would be to start very early in the term or, if possible, to start in the methods class during pre-student teaching.

Because of the many demands and pressures on student teachers -- their teaching responsibilities, their student teaching evaluations, other course/personal demands -- all possibly made the TTFF too demanding for a student teaching experience. Many of the student teachers were actively participating but few were actually committed to the TTFF.

Some students found that being evaluated by other students was difficult to accept; some did not understand how the system worked and what they were to do. Many were more concerned with their classroom teaching demands, and many felt that the language in the form could have been more specific. If the mini-model were to be utilized again, the university staff would have to be able to allow for enough time to adequately execute the system.

MINI-MODEL 7: Program Evaluation

Students seeking training in elementary education choose among eight field block programs for their pre-student teaching experience. Each field block includes at least one general methods course and a concurrent field experience in an elementary or middle school. The time spent in the school varies from two half-days each week to five half-days each week. Students are supervised by the same instructor who teaches the methods course. This faculty member usually serves as the student's advisor.

During the field program a close rapport is usually built between the faculty member and the students. After the term is completed the students may contact the faculty member from time to time for advising, but many of these contacts are only concerned with course selection, meeting graduation/certification requirements, or signing registration materials. Field block faculty do not always know how their former students are progressing through the program as they may never have the student again in a methods class and usually do not supervise the student's student teaching. It is hard for a block program supervisor to know how well his/her students have been prepared and the strengths or weaknesses the students see in the teacher training program.

For this reason two elementary field block faculty decided to meet with their former field students for a half-day evaluation session. Each instructor identified those student teachers who had been in their field block some previous term. Those students were asked to meet with their former field block instructor on the morning of November 16 instead of reporting for their student teaching assignment. Building principals and supervising teachers were notified that students should be excused for that morning.

The purposes of the session were to give each student an opportunity to assess the progress he/she had made as a student in the teacher training program and to give the supervisor an assessment of the strengths and weaknesses of the program as perceived by students nearing the completion of their undergraduate training. Each student was asked to complete a multi-phasic self assessment, showing their knowledge, demonstration, and confidence for each of the 96 elementary instructional competencies. Most of the 20 student teachers participating in the session had completed a draft version of the same form earlier in their program. Comparison of the results of the two completions gave students some indication of the progress they had made and helped them assess the areas in which they might need further work.

The schedule for the morning was as follows:

Introduction

- who are we?
- why are we here?
- what are we going to do?

Multi-phasic Self-Assessment

- comparison to previous assessments
- what are my areas of strength? weakness?
- what are the competencies which will need more development?

Break

Program Evaluation (in small groups)

what was achieved in each of the following? what could have been achieved?
D592
D405
D305/307
other methods
other courses
what were the highlights of the program? areas of difficulty?

Comments on:

progression through program
admission
choice of program
orientation
advising

Written Evaluation (anonymous)

The discussion of program evaluation was recorded in the small groups by the supervisors and a summary of the session was later presented to the Elementary Education Committee. In addition, students were asked to complete an anonymous written evaluation indicating their personal strengths and weaknesses, program strengths and weaknesses, and their assessment of the days session. A compiled copy of these comments was also presented to the Elementary Education Committee. (See Appendix O) Student comments and suggestions during the discussion period were generally as follows:

1. General support for the elementary program, including methods courses and the various instructors.
2. Need for better clarification of the student teaching experience including roles of various people involved, expectations and fears of student teachers, pressures to succeed and building rapport with university supervisor.
3. Desire for more feedback from classroom teacher and from university supervisors.

4. More specific requirements for completion during pre-student teaching and better communication of such requirements to the classroom teachers.
5. Desire for more field work, especially by Program 2 students.
6. Support for full-day student teaching when possible, although some felt half-day was adequate.
7. Need for more information sessions about various aspects of the program, especially to help choose a field program.
8. Generally neutral comments about Social and Psychological Foundations courses with the suggestion from some that the Social Foundations courses are more relevant when taken later in a student's program.
9. Concern for the student teaching seminar - generally too tightly scheduled this term; little time for sharing; good speakers and some well-planned sessions but they took away from discussion time; need for more rapport with university supervisor; inconvenient time and location for sessions; possible need for two-hour sessions every other week rather than one-hour once a week.

After consideration of this input by the students, the Elementary Education Committee adopted or reaffirmed the following for the Student Teaching Seminar for Winter Term, 1977:

1. Scheduling may vary as the schedules of the university supervisor and the students in the seminar will permit. A variety of models was suggested with possible further implementation of some successful models during the 1977-78 school year.
2. Discussion and sharing sessions are very important and needed at various points during the term.
3. Content not encountered in other courses is still relevant for sessions and such study is needed. An over-reaction to the student request for more discussion sessions could be as poor as very little discussion time.
4. Seminar leaders will survey their students this term to get suggestions for content for next term.

5. Many students seem to lack information as they enter their directed teaching assignment even though much of what they need to know is printed in the handbook. Therefore, it was decided that those supervisors who wish may elect to meet their student teachers on campus the morning of January 7, 1977. Students would then report to their schools on January 10. Supervisors wanting their group to meet with them on January 7 are to contact the Directed Teaching Office so the students and the schools may be notified.

6. A program evaluation day similar to the November 16 session will be held again during Winter Term, either in late March or early April. In addition, an earlier session will be scheduled in late January or early February to help students with initial problems and concerns encountered in student teaching. All programs will be invited to participate in either session by meeting with their former field students who are student teaching during Winter Term.

MINI-MODEL 8: Supervising Teacher Assessment Inservice

In supplement to the new assessment forms for student teaching in the Fall, there was an evaluation scale which was somewhat different from previous terms. The new scale was a continuum from 5 (outstanding; doing as well as an excellent, experienced teacher) to 1 (not demonstrated this term in my classroom; opportunity has existed). The mid-point of this continuum was to be the norm or expected achievement level for most student teachers (3, competent; doing well for a student teacher). Previously, assessment forms for student teaching had used a scale which encouraged the supervising teacher to choose the highest or second highest rating for all items.

Considering this and other changes in the assessment process, teachers needed assistance in completing the new forms. This mini-model was designed to do so. The project director visited six elementary schools to meet with the supervising teachers. Sessions of 30-45 minutes in each school were attended by a total of 30 teachers. Changes in the assessment forms were discussed in all sessions as follows: (1) the forms were designed to help differentiate a student teacher's areas of strengths from his/her needs; (2) items on the new form were more specific teaching/instructional competencies than had been true on previous forms; (3) assessment was to be based on demonstration in the classroom, not on perceived levels of competency attainment; and (4) the forms were designed to show individual improvement from mid-term to final in student teaching and to give program information about student competency attainment. In addition, each session provided the teachers with an opportunity to ask questions about the new evaluation process, specific items on the instrument, or the development of the competencies.

This study was not completely unbiased. Many of the elementary student teaching supervisors spent time with the supervising teachers discussing the new forms. Some of the university supervisors sent written memos to the teachers explaining the new forms. (See Appendix P, p. 309, for an example.)

The ratings of student teachers by the supervising teachers attending the sessions of this mini-model were compared with the ratings of all the other elementary student teachers. The means of the two groups were compared using a student t-test. At mid-term, 27 of the 53 items were significantly different ($\alpha < .05$), with the group in the mini-model having the lower mean in each of the 27 cases. At final, 18 of the 53 items were significantly different ($\alpha < .05$), with the group in the mini-model having the lower mean in each of the 18 cases. (See Appendix Q, p. 313, for data.) The project staff had expected some differences at mid-term, reflecting the emphasis in the session discussions, and not so many differences at final. The results supported this expectation.

The results also tend to support the notion that meetings with teachers can improve their skill in completing assessment forms. Given some training and/or direction, teachers will be better able to differentiate student teacher strengths and needs. They will be more realistic in their assessments and will indicate a student's growth from mid-term to final.

This mini-model indicated that sessions with teachers can be quite helpful. More studies of this type are needed to provide more conclusive support of this hypothesis. No claim could be made that the student teachers of the supervising teachers attending the sessions were representative of all elementary student teachers. The results of this mini-model will help with future plans of university supervisors as they plan sessions with their supervising teachers.

CONTINUED COMPETENCY AND PROCESS REVIEW

Development of the various lists, processes, and instruments was completed as part of the project and most of the parts of the evaluation model have been implemented. Completion of this work does not mean that no further changes will be needed. On the contrary, the evaluation processes, the evaluation model, and items on the competency lists and/or the assessment instruments will all be subject to changes or modifications as needs change in the field and as student needs become more well known. Continuous review is necessary in any successful program and this is also true in a competency-based program. Increased or decreased enrollment may cause an even more thorough review.

Feedback from teachers in the field has been included as part of some of the assessment instruments. Responses on both the elementary and secondary directed teaching instructional competency assessment instruments and on the elementary pre-student teaching instructional competency assessment instrument allow a teacher to indicate if he/she feels the competency is not appropriate for assessment during that experience. Another response on the same instruments indicates that it is impossible to demonstrate any specific competency in the assigned classroom/situation. This data will be collected and analyzed each term to determine if there should be changes made in the instruments based on the feelings of the teachers in the classrooms. Additional feedback will be needed and will be attained by conducting activities similar to those of the 1975 or 1976 projects, by involving public school personnel, university faculty and students in evaluation. Specific plans for these activities will be made as the need arises.

To complete the implementation of the evaluation model and to supplement the work begun during the project, several activities will need to be undertaken during the ensuing year. Among these are:

1. Indicators are needed for each of the competencies, especially for those on instruments being completed by supervising teachers in the field. Such indicators would help guide the evaluation of student progress on the competency and would provide more objective referents for competency assessment. Some work has begun on this activity.

2. Specific competency lists and their corresponding assessment items and instructional materials are needed for the various special fields. If there are competencies that are needed, for example, for successful secondary mathematics teaching and these are not included in the generic list of secondary competencies, such competencies need to be identified and appropriate instruction and assessment implemented.

3. An assessment instrument for instructional competencies in secondary pre-student teaching is needed. This instrument may be generic in nature, following the list of 89 generic secondary competencies. Or special instruments may be

developed for the various special fields. These could be used separately or in combination.

4. Assessment instruments for instructional competencies (knowledge level) are needed for the methods classes, especially for those taught concurrently with the pre-student teaching practicum. Activities in this area have begun at the elementary level and in secondary social studies.

ASSESSMENT PROCESSES

Implementation of the evaluation model includes more than completion of the various assessment instruments at the right time by the proper people. The most important part of the implementation process is the use of the results of the assessment instruments. After completion of any assessment form by a supervising teacher, the teacher is encouraged to discuss the completed form with the student. If the student has completed the same form on himself/herself, a comparison of the ratings can be the basis for such an evaluative conference. Likewise, any time a university supervisor completes an assessment instrument on a student, he/she shares the results with the student. When students complete self-assessment instruments, they are encouraged to discuss the results with their university supervisor or with their advisor.

All completed assessment instruments are kept in an advising file. The student's file is available at any time to the student, the advisor, or the university supervisor for use in planning and for comparing results from different assessments. Information can be helpful in choosing courses and/or experiences relevant to the student's needs.

As all of the various completed instruments are collected, an assessment profile can be established indicating the areas of growth through the program and the student's areas of relative strength and need. Such a profile is quite valuable in helping each student attain one of the objectives of the evaluation model: a better perception of his/her own attainment level on the various instructional competencies.

In addition to the evaluation model feedback, an additional more informal assessment would be given any student any time he/she participates in any of the mini-models. These mini-models were an integral part of the assessment process, often providing the types of assessment information that could not be presented as part of the evaluation model.

A second major emphasis of the project was to collect data which could be used for program evaluation. This has become an integral part of the assessment process. The data from each assessment instrument completed was keypunched for computer filing and such information will be collected over a period of terms to determine relative strengths and weaknesses of the various aspects of the elementary and secondary programs. This will provide specific data for course and experience planning and implementation. Another source of information for program evaluation is the data gathered by the School of Education each year as a follow-up of teacher education graduates. Information gathered from this data source has already been used for program planning and it is hoped that the newly implemented evaluation model will have some influence on the instruments used for School of Education data collection. Such assistance has been offered and will be utilized as applicable.

PROJECT OPERATION

Since a group began working together in Fall, 1975, to respond to the Request for Proposal, the operation of this project has been a team effort. The group that was formed to write the proposal included faculty in both elementary and secondary teacher education. It also included personnel from the previous two grant projects, graduate students, and research assistants. It was this group that developed the ideas and recommended the activities which provided the major thrust of the project. Several of the individuals involved in the proposal writing have served on the project staff, while others have become involved with various aspects of the implementation of project products and/or activities.

During the term of the project, the project staff assumed the major responsibility for initiating and developing the work that was done. However, the inclusion of many different aspects of the teacher education program in project activities necessitated suggestions and involvement from other faculty groups. Such cooperation was solicited. The Elementary Education Committee and the Secondary Special Fields Committee provided suggestions, reviewed various products and processes, and generally supported the implementation of the project products and activities.

Throughout the past two projects, teachers and administrators in cooperating public schools have been consulted regularly to help guide the CBTE program development. This was also true during the 1976 project. A group of elementary teachers and administrators from Ann Arbor, Inkster, and Van Buren (Belleville) met with the project staff for two sessions in May and June. Results of the Winter student teaching assessment instruments were reviewed. Suggestions were made for editing and for format and process changes. In addition, the list of elementary instructional competencies was reviewed for possible changes. A group of secondary teachers from Ann Arbor, Saline, Plymouth, and Willow Run met with the project staff for two sessions in July and August. Winter student teaching results were reviewed and suggestions were given for improvement of the assessment instruments, the instructional competency list, the personal and professional characteristics list, and the various assessment processes. Input from these two groups was a necessary and valuable aspect of the project operation.

Additional informal feedback from cooperating teachers and administrators was obtained in three ways: (1) written comments and suggestions on student teaching and pre-student teaching assessment forms, (2) coded responses of these assessment forms indicating why they chose not to respond to a competency, and (3) comments and suggestions given orally to the university supervisors as visits were made to the schools. This informal feedback was also valuable in the operation of this project.

The processes and products of the project directly affected the functioning of many university faculty and staff. Without their cooperation and support this project would not have been possible.

Those included in this group were: the Elementary and Secondary Directed Teaching Offices (faculty and secretaries), the elementary and secondary university supervisors of student teachers and pre-student teachers, and the supervising teachers and principals in schools where the student teachers and the pre-student teachers were placed.

And last, but probably the most important of all was the co-operation and general support of the students in teacher education participating in this project. Completion of the project involved all elementary student teachers during Winter term, 1976, (133 students) and Fall term, 1976, (90 students) and all secondary student teachers during Winter term, 1976, (180 students) and Fall term, 1976, (98 students). During the Winter term, 1976, some pre-student teachers were involved from both elementary (29 students) and secondary (8 students). All elementary pre-student teachers (97 students) and over half of the secondary pre-student teachers (59 students) were involved during Fall term, 1976. The candid comments and suggestions from many of these students were appreciated.

INSTRUCTIONAL MATERIALS

One of the products of the 1975 project was the development of an instructional alternatives system. This system was developed to help students and university faculty in compiling instructional activities which could help each student in teacher training to acquire the needed competencies. The 1976 project utilized the same process to expand and update the list of items.

University faculty were surveyed for indications of activities or materials which might be used in helping students acquire the various competencies. All elementary and secondary methods instructors were given an opportunity for suggesting materials. Specific suggestions were sought by category, relating to the competencies on the instructional competencies lists. The suggestions received were combined with the materials from the 1975 project and were grouped as follows:

Activities
Charts/Kits
Films, Filmstrips, Tapes, etc.
Books
Other
Field Experience

A complete listing of resources may be found in Appendix R, p. 325.

Using the suggestions of the university instructors, the individual resources were then matched with the instructional competency categories as follows:

Instruction: Planning
Instruction: Goals and Objectives
Evaluation
Materials and Equipment

Activities and Content
Methods and Strategies
School and Classroom Management and Environment
Student Guidance/Services

The listing of matching resources and instructional competency categories may be found in Appendix S, p. 341.

Selection of resources for instruction is the responsibility of each methods instructor. This instructional alternatives system was designed to aid this process and to provide an opportunity for sharing of resources and ideas among instructors. New resources or modes of instruction may be suggested by this system to help an instructor modify or plan instructional activities to help students acquire specific competencies. This system may also be used by students seeking specific resources to help them improve their level of competency and by supervisors needing resource suggestions for student teachers or pre-student teachers needing additional work on a specific competency.

RESULTS AND ANALYSIS OF DATA

During the Fall Term the evaluation model was implemented and data were collected to give program feedback. The self-perception assessment forms at both elementary and secondary were not ready for administration at the beginning of the term. They were used only at the end of the term. The period of data gathering was October to December, 1976. Analysis of the data was completed at the conclusion of the term.

Elementary Self-Assessment

All student teachers and pre-student teachers were asked to complete the instructional competency self-assessment at the end of the term. Self-perception of students was an important part of the previous project work. It had been found that students are able to indicate their level of achievement, that their levels increase through the teacher training program, and that they are generally in agreement with the perceptions of supervising teachers. The students responded to each item on three dimensions: knowledge, demonstration, and confidence. Profile analyses for each of the eight categories of instructional competencies were prepared. (See data in Appendix T, p. 347.)

(a) Parallelism. A test of parallelism indicated significant differences ($\alpha < .05$) for all eight categories. This indicated that the profiles for student teachers and pre-student teachers were not parallel, that is the relationships between knowledge, demonstration, and confidence were not the same for pre-student teachers and student teachers. In most cases, demonstration was somewhat lower than knowledge or confidence for pre-student teachers. Demonstration was much higher than knowledge or confidence for student teachers. The results support the model in that is possible to measure different dimensions for each instructional competency.

(b) Equality of Variable Means. A test of equality of variable means indicated significant differences ($\alpha < .05$) for six of the eight categories. The categories with significant differences were Planning, Goals and Objectives, Evaluation, Materials and Equipment, Methods and Strategies, and School and Classroom Management and Environment. For these instances of significance, the means for knowledge, demonstration, and confidence were not equal. This suggested that students do not respond with the same numerical rating for an item on all three dimensions. These results support the model by comparing three different dimensions on the same assessment form.

(c) Equality of Groups. A test of equality of groups indicated significant differences ($\alpha < .05$) for all eight categories. Student teachers score higher than pre-student teachers consistent with previous project, this supports what, in fact, should be happening to each student as he/she progresses through the program.

Secondary Self-Assessment

Pre-student teachers in social studies, science, and mathematics and all student teachers were asked to complete the self-assessment form at the end of the term. Returning the form was voluntary for secondary student teachers. The students responded to each instructional competency on three dimensions: knowledge, demonstration, and confidence. Profile analyses for each of the seven categories of instructional competencies were prepared. (See data in Appendix U, p.357.)

(a) Parallelism. A test of parallelism indicated significant differences ($\alpha < .05$) for all seven categories. The profiles for student teachers and pre-student teachers were not parallel. The relationships between knowledge, demonstration, and confidence were not the same for pre-student teachers and student teachers. In most cases, demonstration was somewhat lower than knowledge or confidence for pre-student teachers. Demonstration was much higher than knowledge or confidence for student teachers. The results supported the model in it is possible to measure different dimensions for each instructional competency.

(b) Equality of Variable Means. Significant differences ($\alpha < .05$) for four of the seven categories were indicated in a test of the equality of variable means. The categories with significant differences were Evaluation, Materials and Equipment, Activities and Content, and Guidance and Services. For these instances of significance, the means for knowledge, demonstration, and confidence were not equal. This suggested that students do not respond with the same numerical rating for an item on all three dimensions. These results, as the results of the elementary self-assessment, support the model by comparing three different dimensions on the same assessment form.

(c) Equality of Groups. Testing the equality of the groups indicated significant mean differences ($\alpha < .05$) for all seven categories. Student teachers score higher than pre-student teachers. Consistent with the elementary findings, this supports what should be happening as students progress through the program and gain additional knowledge, demonstration, and confidence on the instructional competencies.

Elementary Pre-Student Teaching

Supervising teachers completed this assessment form for their pre-student teachers at the end of the Fall Term. The first ten items and the last eight items on the form were rated on a scale of 3 (competent; doing well for a student teacher) to 1 (not demonstrated this term in my classroom; opportunity has existed). Two other choices were given: A (no opportunity exists in my classroom) and B (not appropriate/important enough for evaluation during pre-student teaching). The other five items on the form were a checklist asking for checks for those activities demonstrated. Appendix V, p. 367, gives the percentages and numbers for each possible response by item.

Means for the eighteen items rated on the 3 to 1 scale were ranked in order. Testing for significant differences between the means indicated that the following were the highest in ratings and were significantly ($\alpha < .05$) higher than the others in the list:

14. Follow classroom and/or school rules and standards. (Mean = 2.8959)

12. Develop and maintain an effective rapport with pupils. (2.8511)

11. Maintain a classroom atmosphere in which pupils feel comfortable. (2.8378)

8. Utilize reproduction processes: duplication, copying, ... (2.7778)

The following were found to be the lowest in the ratings and were significantly ($\alpha < .05$) lower than the others in the list:

3. Set/select goals/objectives appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned). (Mean = 2.2963)

2. Plan units. (2.3529)

9. Select, organize and present content appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned). (2.3939)

7. Utilize teacher self-evaluation techniques. (2.4000)

The range of means on this form indicate that it is an appropriate instrument for the pre-student teaching experience. The means are all well above the mid-point of the 1 to 3 range. The percentages of A responses were relatively high on some of the items indicating a difference in experiences according to the elementary program chosen by the student or according to the classroom placement. The percentage of B responses was generally low, supporting the validity of the items for pre-student teaching.

Personal and Professional Characteristics

This form was used for both elementary and secondary, for both pre-student teaching and student teaching, and at both mid-term and final. It was completed by supervising teachers, students, and university supervisors. A total of 636 forms were submitted during the Fall Term.

The project staff designed this instrument expecting most of the items to be checked as clearly evident or exhibited. No differentiation of students was expected and tests of significance were inappropriate because of the expected high levels of agreement. The first section of the form contained 14 items with response choices of: Clearly evident; Needs attention; or Not clearly evident. The second section included 19 items on which those exhibited were to be checked. Results indicating the number and percentage for each response are reported by item in Appendix W, p. 371.

The results of the first section indicated that the responses for "clearly evident" ranged from 97.3% on "concern for students" to 76.1% on "modifies behavior and instructional practices as a result of feedback". Seven of the 14 items were rated "clearly evident" on 90% more of the completed forms and 12 of the 14 items were rated "clearly evident" on 80% or more of the forms.

On the second section, checks for "exhibited" ranged from 89.5% on "willing to work" to 31.8% on "makes up missed time." Ten of the 19 items were checked on 80% or more of the forms and 16 of the 19 items were checked on 70% or more of the forms. The other three items had less than 50% checks. Discussion with university supervisors indicated that these three lower rated items were somewhat difficult for teachers. Two of the items were "makes up missed time" and "calls when absent." Many did not respond to these items (coded as "not checked") because the student had not been absent. The third item, "puts in extra time," was not a requirement and many of the students are unable to give extra time because of their schedules.

The results for this form supported what the project staff had anticipated. Most students display the stated personal and professional characteristics. The best use of this form is to identify those in need of help or those who maybe should not be in the teacher education program.

Elementary Student Teaching

Supervising teachers were asked to complete this assessment form at both mid-term and final. Student teachers were given the option of completing the form at both times. Results were analyzed using two different comparisons.

(a) Comparisons were made between the ratings of elementary school student teachers and their supervisors on the student's demonstration of instructional competencies. While comparisons between the two groups on individual competencies revealed many significant differences, the analysis chosen was Hotelling's T-Square, a comparison of groups of instructional competencies. This statistical technique was chosen because of the strong correlation between many of the individual variables in a single category.

Using Hotelling's T-Square, differences between student teachers and supervisors in rating the student teacher competency demonstration were found in three of eight categories of instructional competencies. Significant differences were found in the categories of Planning $\alpha = .04$, Goals and Objectives $\alpha = .01$, and Activities and Content $\alpha = .01$. (See Appendix X, p. 375)

In every category where significant differences occurred supervisors rated students higher than students rated themselves. On the remaining five categories, students and supervisors did not differ significantly in their perceptions of instructional competencies. It may be concluded that student teachers and their supervisors agreed on categories of Evaluation, Materials and Equipment, Methods and Strategies, School and Classroom Management and Environment, and Student Guidance/Service. Supervisors reported higher perceptions than their student teachers on categories of Planning, Goals and Objectives, and Activities and Content.

(b) Comparisons were also made between mid-term and final ratings of student teachers and their supervisors on student teacher instructional competency performance.

Elementary student teachers and their supervising teachers indicated significant differences between mid-term and final on all categories except Methods and Strategies. In every other category, students and their supervising teachers indicated a higher rating at the end of the term than at the middle of the term. (See Appendix Y, p. 381)

Analysis of the individual means of variables in the category Methods and Strategies, revealed that every final perception of instructional competency was rated higher than its corresponding mid-term rating. The high intercorrelation of the 12 variables in that category caused the overall difference to be less than the $\alpha = .05$ level.

With the exception of the category Methods and Strategies, it can be concluded that elementary student teachers and their supervising teachers perceive greater student teacher facility with instructional competencies at the end of student teaching as compared to mid-term.

Secondary Student Teaching

Supervising teachers were asked to complete this assessment form at both mid-term and final. Student teachers were given the option of completing the form at both times. Results were analyzed using the Hotelling's T-Square as was used for analysis of Elementary Student Teaching results.

(a) Comparisons were made between secondary school student teachers and their supervisors on the student's demonstration of instructional competencies. Again, Hotelling's T-Square was chosen because of strong intercorrelations between individual competencies. Using Hotelling's T-Square, differences between student teachers and supervisors in rating the student teacher competency demonstration were found on all seven categories of instructional competencies.

Significant differences were found in the categories of Instruction $\alpha = .02$, Evaluation $\alpha = .01$, Materials and Equipment $\alpha = .001$, Activities and Content $\alpha = .003$, Methods and Strategies $\alpha = .01$, School and Classroom Environment $\alpha = .004$, and Guidance and Services $\alpha = .005$. (See Appendix Z, p. 391)

In every category, supervisors rated students higher than students rated themselves.

(b) Comparisons were also made between mid-term and final ratings of student teachers and their supervisors on student teacher instructional competency performance.

Secondary school student teachers and their supervising teachers indicated significant differences on all categories of instructional competencies except Guidance and Services. In every other category, students indicated a higher rating at the end of the term than at mid-term. The high intercorrelation of the three variables in the category Guidance and Services caused the overall level of significance to be less than $\alpha = .05$. (See Appendix AA, p. 401)

With the exception of the category Guidance and Services, it can be concluded that secondary school student teachers and their supervising teachers perceive greater student teacher facility with instructional competencies at the end of student teaching as compared to mid-term.

Same or Similar Items on Elementary Self-Assessment and Secondary Self-Assessment

Students in pre-student teaching and in student teaching in both elementary and secondary education completed the self-assessment instrument at the end of the Fall Term, 1976. It had been determined by the project staff that there were 48 items from the two forms which were either the same or similar. (See Appendix BB, p. 409, for a listing of the same or similar items.)

The means for the three dimensions (knowledge, demonstration, and confidence) were ranked for each of the 48 items for both elementary and secondary. The ranked means were then placed into quartiles. (See Appendix CC, p. 415)

The quartile rankings were compared for each dimension for elementary and for secondary. Those which were in the same or adjoining quartile were considered to be somewhat similar in student ratings. Those item dimensions which were two or three quartiles apart were considered to be somewhat different between elementary and secondary in student ratings. On the knowledge dimension, 5 of the 48 items were two or three quartiles apart. On the demonstration dimension, 4 of the 48 were two or three quartiles apart. On the confidence dimension, 10 of the 48 items were two or three quartiles apart.

The results of this comparison support the notion that elementary and secondary student self-perceptions will be generally the same for instructional competencies on all three dimensions: knowledge, demonstration, and confidence. The greatest differences were noted on confidence, with the level of confidence between elementary and secondary differing on 10 of the 48 items.

Same or Similar Items on Elementary Student Teaching Assessment and Secondary Student Teaching Assessment

The project staff determined that 13 of the 42 elementary student teaching assessment items had matching items on the secondary form. Of the 29 secondary student teaching assessment items, 16 had matching items on the elementary form. (See Appendix BB, p. 409, for matching item numbers and matching statements.)

Because of the inability to determine the comparability of the elementary and secondary supervising teachers bases of assessment indication, it was decided that comparing results would not be appropriate. More concentrated efforts had been made to have elementary teachers complete the assessment forms with ratings of 4 or 5 reserved for only those areas in which the student had excelled. In addition, any comparison could only be made between individual items instead of for groups of items. Such individual item comparison frequently inflates the importance of the significance found.

COST ANALYSIS

The approximate sums of money listed below were expended during the project year to support the various project activities:

Salaries and Wages	
Staff	$12,400
Consultants	1,402
Fringe Benefits	2,032
Supplies	
Duplication	1,090
Communication	55
Materials/Supplies	620
Computer Usage	660
Travel	420

INSTITUTIONAL ASSISTANCE

The project staff has provided assistance to other teacher education institutions during the year and is willing to continue such assistance in the future. Many letters of inquiry have been received from a variety of individuals and institutions seeking information about CBTE. Some seek specific help or suggestions; others desire general information about CBTE. The project staff has tried to respond to the needs presented. Some of the letters seek information about the 1974 and 1975 projects and this information has been provided when it was available. Two articles describing the projects have appeared during 1976 in the Innovator, a University of Michigan School of Education publication received by teachers, administrators, and teacher educators throughout the country. These articles have each prompted a number of inquiries about the projects.

Offers have been made and proposals have been submitted for presentations at a variety of national meetings including those of the National Council for the Social Studies, the American Educational Research Association, the Association of Teacher Educators, and the American Association of Colleges for Teacher Education. A presentation will be made at an upcoming ATE Convention. Other proposals will be submitted during the ensuing year after completion of the project activities.

Assistance within the State of Michigan has been offered to a variety of state professional organizations for presentations at their various state and regional meetings. Among those groups for which presentations have been offered are: Michigan Association of Teacher Educators, Michigan Association for Supervision and Curriculum Development, Detroit Area Council of Teachers of Mathematics, Michigan Council for the Social Studies, Metropolitan Detroit Science Teachers Association, and Michigan Association of Health, Physical Education, and Recreation. Presentations are expected during the following year after completion of the project. In addition, the project staff will continue to support and actively participate in the Michigan CBTE Consortium activities.

As a result of three years of grant activities, various faculty have acquired expertise in several phases of CBTE. These individuals are willing to aid other institutions and/or individuals in Michigan and throughout the country in developing and/or evaluating CBTE programs. Areas where expertise and materials would be available include:

Identification of competencies
Establishment of classification system
Development of multi-phasic assessment procedures
Analysis of assessment results
Computer programming and analysis
Validation activities
Development of an evaluation model and its component assessment instruments
Management system

Information and materials may be obtained by contacting:

Dr. Stephen A. Roderick
School of Education
The University of Michigan
Ann Arbor, Michigan 48109

RECOMMENDATIONS AND CONCLUSIONS

The following recommendations and conclusions are suggested as a result of this project and the work on the previous two projects. The specific needs of the University of Michigan program were addressed in an earlier section of this report "Continued Competency and Process Review," p. 87 .

1. It is important to relate the operation of any CBTE program to the unique situation of the individual institution. Many aspects of any CBTE program can be "borrowed" from other institutions (e.g., competency list selection and validation, instructional materials, assessment instruments and processes); but implementation and modification of the processes and instruments and materials should be undertaken carefully to insure application in the institution's situation.

2. At the University of Michigan we have found great value in student self-assessment when instruments utilized by supervising teachers and University supervisors were built around the same structure and/or items. Such commonality greatly aids comparisons of perceptions. Students are generally accurate in their self-assessments and may even be a little modest about their own levels of attainment. Self-assessment can be quite difficult for an individual--being honest about one's self is not always pleasant--but the process can provide valuable aid for student progress through the program. It seems to help the student become more realistic

about himself/herself and his/her teaching abilities. Additional self-assessment opportunities (e.g., micro-teaching, classroom videotaping) can aid the student's realism and self-assessment skills.

3. There are many aspects of the elementary and secondary programs which are common to both. In developing a CBTE evaluation model, it was found that both programs could use the same evaluation model. For personal and professional characteristics, the same instrument was used for assessment. The lists of instructional competencies had many items which were similar or common (55%) and the student teaching assessment instruments had many similar or common items.

4. Exploration of new ways of assessing and/or instructing is valuable. The mini-models of this project added much depth and variety to our evaluation attempts. They also provided for University supervisor and/or student teaching seminar group differences. The peer interaction mini-models aided the self-assessment process. Many of the mini-models provided more assessment information from more people, aiding comparisons at different levels. Such activities need further exploration, utilization, and analysis.

5. Personnel in cooperating school districts must be closely involved in the establishment and implementation of all CBTE processes and products. These teachers and administrators have many excellent suggestions and ideas. They are an essential element in any evaluation system for students in teacher training.

6. There seems to be a great need for providing specific assessment training for supervising teachers. Such training can provide valuable in-service skills and/or ideas. One mini-model utilized during this project indicated some success with even a short period of training. More training is needed and new ideas and models are needed for implementing such a training program.

7. Evaluation of the program and evaluation system must be a continuous process. Built-in feedback systems are quite helpful in keeping this as an on-going process. Needed adjustments can be made quite easily and quickly when they are noted.

8. More data are needed in support of the efforts in teacher training. This project has implemented a data collection system which will continue over a period of several terms. Such data will be important in providing information for program changes. Such questions as "What are the minimum competency standards needed before entering student teaching?" and "What are the competencies which should be attained by all certification candidates?" can only be accurately answered by analyzing data. Such decisions which are currently being made have been primarily based on the considered judgment of professional educators.

9. CBTE can be implemented using a unique model for an institution. It is not necessary to completely discard the present operation of a teacher training program and begin anew. Changes will need to be made, but they should be implemented carefully and with much planning and consideration of the effects of any change. Cooperation and commitment from the faculty is essential. Full implementation of

a CBTE program is a time-consuming and demanding process if completed carefully and thoroughly, but the results should provide an improved teacher training program.

APPENDICES

APPENDIX A

INSTRUCTIONAL COMPETENCIES/PERSONAL AND PROFESSIONAL CHARACTERISTICS LISTS

(1975 Project)

APPENDIX A

INSTRUCTIONAL COMPETENCIES*
Elementary Education

INSTRUCTION

PLANNING

1. Plan lessons

2. Plan units

3. Plan sequential development of content

4. Plan integration/correlation of concepts

GOALS AND OBJECTIVES

5. Establish behavioral objectives

6. Establish content goals

7. Differentiate individual, group, community goals

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*Compiled and validated as part of the 1975 project

8. Incorporate long range goals

9. Incorporate
"Common Goals of Michigan"

10. Incorporate
Michigan Minimal Performance Objectives

11. Utilize goals/objectives appropriately (related to pupil developmental levels, concepts/skills/ attitudes to be learned)

EVALUATION

Diagnosis

12. Identify each pupil's instructional needs

13. Identify each pupil's strengths/abilities

14. Identify each pupil's interests

15. Identify each pupil's experiential background

Assessment

16. Select and utilize assessment instruments appropriately

17. Select and utilize
criterion referenced measures

18. Select and utilize
norm referenced standardized measures

19. Utilize informal assessment techniques

20. Construct and utilize
teacher-made test

21. Utilize
teacher observation of pupil(s)

22. Utilize
teacher-pupil interaction techniques
(discussion, conference, conversation,
non-verbal exchange)

23. Utilize
pupil self-evaluation techniques

24. Utilize
teacher self-evaluation techniques

25. Utilize
pupil/teacher evaluation of instructional
process

Utilization of Diagnosis/Assessment Information

26. Interpret diagnosis/assessment information

27. Record diagnosis/assessment information

28. Communicate to (pupils, parents, educators) diagnosis/assessment information

29. Improve instruction through use of diagnosis/assessment information

Materials and Equipment

Materials:

30. Evaluate/select/modify
textbooks, workbooks, worksheets, ...

31. Evaluate/select/modify
commercial individualized programs

32. Evaluate/select/modify
films, filmstrips, film loops, ...

33. Evaluate/select/modify
tapes, recordings, ...

34. Evaluate/select/modify
manipulative materials (aids) games,
puzzles, ...

Equipment:

35. visual: Operate
film projector, filmstrip
projector, ...

36. audio: Operate
tape recorder, record player, ...

37. graphics: Produce
overhead transparency,
drymount, ...

38 Utilize
reproduction processes: duplicating,
copying, ...

Activities and Content

39. Select and organize content appropriately (related to pupil developmental level, concepts/skills/attitudes to be learned)

40. Select and conduct activities appropriately (related to pupil developmental level, concepts/skills/attitudes to be learned).

41. Utilize
role playing

42. Plan, conduct
field trip

43. Invite
Resource people to classroom

Methods and Strategies

44. Teach reading

45. Teach mathematics

46. Teach science

47. Teach social studies

Teach, using the following methods:

48. Teach, using
discussion

49. Teach, using
drill and practice

50. Teach, using
small group instruction, activities

51. Teach, using
discovery/inquiry

52. Teach, using
classroom learning centers

53. Use questioning techniques effectively

54. Maintain balance of cognitive, affective, and motor skill learnings

55. Motivate pupils to develop thinking skills

56. Motivate pupils to
think independently

57. Motivate pupils to
think analytically

58. Motivate pupils to
think creatively

59. Encourage pupils to communicate orally and in writing

60. Provide success opportunities (build self-image)

61. Reinforce goal-related behavior

62. Make transitions smoothly, successfully (activities, lessons, physical movements, periods of time)

63. Conduct group problem solving sessions (values clarification, class meetings, ...)

64. Change strategies spontaneously when necessary/desirable

65. Teach using, individualized instruction

SCHOOL AND CLASSROOM MANAGEMENT AND ENVIRONMENT

Establish an environment conducive to learning

66. Establish
an atmosphere of honesty, fair play, warmth, acceptance

67. Stimulate
interest and enthusiasm

68. Maintain
reasonable expectations

69. Establish
creative, clean, comfortable, attractive surroundings

70. Maintain
flexible routines

71. Determine and evaluate
routines, rules, policies, standards, cooperatively with students

72. Develop effective means of anticipating and responding to classroom problems

Follow existing school laws, policies, and procedures

73. Respect the legal rights and recognize the legal liabilities of pupils, families, teachers, and school districts

74. Take precautions necessary to safeguard the health and safety of pupils

75. Conscientiously and efficiently follow established procedures for reporting accidents or problems concerning the health and safety of pupils

STUDENT ORGANIZATION, GUIDANCE, SERVICES

ORGANIZATION

76. Organize students as objectives indicate: small or large groups

77. Demonstrate knowledge of organization plans at building, state, and national level

GUIDANCE AND SERVICES

Recognize the influence of affective states on learning by guiding individual pupils to

78. develop positive self-image

79. develop positive relationships with peers

80. develop positive relationships with adults

81. Identify the affective, social, and emotional needs of individual pupils

82. Recognize the influence of home environment and experiential background upon the affective state and the learning of individual pupils

83. Work cooperatively to meet affective, social-emotional needs of individual pupils

84. Consult counselor, social worker

85. Confer with parent, principal

86. Refer pupils for diagnostic tests and services

PERSONAL AND PROFESSIONAL DEVELOPMENT*
Elementary Education

Personal Characteristics

I. ALTRUISM, WARMTH

Compassion

Warmth

Altruism

Enthusiasm

Acceptance - people

- ideas

- reality

II. FLEXIBILITY

Flexibility

Resilience

Willingness to try new ideas

Ability to cope with unexpected situations

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[*] Compiled and validated as part of the 1975 project

III. SOCIAL AND EMOTIONAL ADJUSTMENT

Self confidence

Poise

Ability to laugh at self

Sense of humor

Willingness to work hard physically

emotionally

Emotional stability

Professionalism

IV. Positive attitude toward teaching

V. Continuous self development: increase competence through self evaluation

identify teacher role; differentiate from parent role

seek feedback from supervisor, personnel, accepts constructive criticism

modify behavior and instructional practices as a result

evaluate teacher-student interaction

VI. Positive relationships toward pupils, parents, colleagues, supportive staff, community ...

- demonstrate mutual respect for self and others
- respect cultural values, traditions, speech/language of self and others and help pupils to do so by providing a variety of multicultural experiences
- remain sensitive to interpersonal relationships among pupils
- demonstrate tact in dealing with problems of pupils, parents, colleagues
- exhibit friendliness, courtesy

VII. Communication

Articulate in speech and writing/typing

- well modulated voice
- appropriate language
- style and tone adjusted to the situation (lecture, poetry, joke ...)

Listen carefully

Present information or state position clearly and in a well organized manner

VIII. Performance: dependable, willing, prompt, efficient, successful

IX. Behavior: responsible, consistent, demonstrates fairness

X. Attendance: prompt and regular

XI. Appearance

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APPENDIX B

ELEMENTARY INSTRUCTIONAL COMPETENCY LIST
(Fall, 1976)

APPENDIX B

ELEMENTARY INSTRUCTIONAL COMPETENCY LIST
(Fall, 1976)

INSTRUCTION

Planning

1. Plan lessons
2. Plan units
    3. Plan sequential development of content
    4. Plan integration/correlation of concept

Goals and Objectives

5. Establish behavioral objectives
6. Set/select content goals
7. Incorporate long range goals
    8. Incorporate local community goals
    9. Incorporate "Common Goals of Michigan"
    10. Incorporate Michigan Minimal Performance Objectives
11. Set/select goals/objectives appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned)

Evaluation

12. Identify each pupil's instructional needs
13. Identify each pupil's strengths/abilities
14. Identify each pupil's interests
15. Identify each pupil's experiential background
16. Select and utilize assessment instruments appropriately
    17. Select and utilize criterion referenced measures
    18. Select and utilize norm referenced standarized measures
19. Utilize informal assessment techniques
    20. Write and give test/quiz/survey
    21. Observe and interpret pupil behavior
    22. Utilize teacher-pupil interaction techniques (discussion, conference, conversation, non-verbal exchange)
    23. Utilize pupil self-evaluation techniques

Evaluation (Continued)

24. Utilize teacher self-evaluation techniques
25. Utilize pupil/teacher evaluation of instruction process
26. Interpret diagnosis/assessment information
27. Record diagnosis/assessment information
28. Communicate to (pupils, parents, educators) diagnosis/assessment information
29. Improve instruction through use of diagnosis/assessment information

Materials and Equipment

Materials:

30. Select/adapt/utilize textbooks, workbooks, worksheets
31. Evaluate/select/modify commercial individualized programs
32. Evaluate/select/modify films, filmstrips, film loops
33. Evaluate/select/modify tapes, recordings
34. Select/adapt/utilize manipulative materials (aids) games, puzzles

Equipment:

35. Visual: Operate film projector, filmstrip projector
36. Audio: Operate tape recorder, record player
37. Graphics: Produce overhead transparency, drymount
38. Utilize reproduction processes: duplicating, copying

Activities and Content

39. Select, organize and present content appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned)
40. Select and conduct activities appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned)
    41. Plan, conduct field trip(s)
    42. Invite resource people to classroom
    43. Provide multicultural experiences
    44. Conduct values clarification activities
    45. Conduct class meetings

Methods and Strategies

46. Teach reading
47. Teach language arts
48. Teach mathematics
49. Teach science
50. Teach social studies
51. Teach art
52. Teach music
53. Teach physical education
54. Teach health
55. Select and utilize methods/strategies (related to pupil developmental levels, concepts/skills/attitudes to be learned
    56. Teach using, discussion
    57. Teach, using drill and practice
    58. Teach, using small group instruction and/or activities
    59. Teach, using discovery/inquiry
    60. Teach, using role playing
    61. Teach, using classroom learning centers
    62. Teach, using individualized instruction
63. Use questioning techniques effectively
64. Maintain balance of cognitive, affective, and motor skill learnings
65. Provide pupils with experiences which develop thinking skills
    66. Motivate pupils to think independently
    67. Motivate pupils to think analytically
    68. Motivate pupils to think creatively
69. Motivate pupils in daily lessons, units, activities
70. Encourage pupils to communicate orally and in writing
71. Change strategies spontaneously when necessary/desirable
72. Group pupils as pupil performance dictates: individual, small or large groups
73. Demonstrate knowledge of ogranization plans at building, state, and national level

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SCHOOL AND CLASSROOM MANAGEMENT AND ENVIRONMENT

74. Maintain a classroom atmosphere in which pupils feel comfortable

75. Develop and maintain an effective rapport with pupils

76. Establish an environment conducive to learning

    77. Stimulate interest and enthusiasm

    78. Maintain expectations such that most children are able to meet them

    79. Maintain creative, clean, comfortable, attractive surroundings

80. Make transitions smoothly (between activities, lessons, physical movements, periods of time)

81. Effectively anticipate and respond to classroom management problems

82. Determine and evaluate routines, rules, policies, standards, cooperatively with students

83. Follow classroom and/or school rules and standards

84. Respect the legal rights and recognize the legal liabilities of pupils, families, teachers, and school districts

85. Take precautions necessary to safeguard the health, safety, and legal rights of pupils

86. Conscientiously and efficiently follow established procedures for reporting accidents or problems concerning the health and safety of pupils

87. Reinforce goal-related behavior

STUDENT GUIDANCE/SERVICES

88. Guide pupils in developing positive self-image

89. Guide pupils in developing relationships with peers

90. Guide pupils in developing relationships with adults

91. Work to fulfill the affective, social-emotional needs of individual pupils

92. Recognize the influence of home environment and experiential background upon the affective state and the learning of individual pupils

93. Work cooperatively to meet affective, social-emotional needs of individual pupils

    94. Consult counselor, social worker

    95. Confer with parent, principal

    96. Refer pupils for diagnostic tests and services

APPENDIX C

SECONDARY SURVEY COMPILED BY
JOHN SOROKA

December, 1975

Junior High/Middle School ____

School System________________________ _____Senior High School ____

Subject Area_________________________ _____Years of Teaching Experience ____

Have you supervised a student teacher? Yes ____ No____

NSTRUCTION	IMPORTANCE	EVALUATION	LEVEL
A. Planning			
1. Plan units using data from previous activities.	___	___	___
2. Develop long-range plans for the class, which take individual needs into account.	___	___	___
3. Organize activities into a developmental sequence of experience.	___	___	___
4. Utilize research in education in planning instruction.	___	___	___
5. Participate in school-wide or district-wide curriculum planning sessions.	___	___	___
6. Plan and direct effective learning activities based on the learning styles of individual students.	___	___	___
B. Goals and Objectives			
7. Relate subject matter content to teaching goals.	___	___	___
8. Select content appropriate for the level of the class.	___	___	___
9. Develop behavioral objectives.	___	___	___
10. Develop instructional objectives in cooperation with the students.	___	___	___
11. Differentiate individual objectives in cooperation with the students.	___	___	___
12. Identify desired student behaviors.	___	___	___
13. Take into account cultural differences when determining affective objectives.	___	___	___
14. Identify the common goals of the State, and incorporate into planning.	___	___	___
15. Differentiate objectives for individual students.	___	___	___

EVALUATION	IMPORTANCE	EVALUATION	LEVEL
A. Diagnosis			
. Assess students' relevant knowledge, feelings, and attitudes prior to instruction.	___	___	___
17. Identify a learning handicap in a student.	___	___	___
18. Diagnose possible student learning difficulties by studying student records.	___	___	___
19. Recognize varying attention spans of students.	___	___	___
20. Discriminate the learning styles of individual students.	___	___	___
21. Use test results to improve instruction.	___	___	___
B. Assessment			
22. Interpret the results of standardized tests.	___	___	___
23. Select appropriate standardized tests for use in specific classroom situations.	___	___	___
. Use a variety of evaluative techniques to assess various aspects of student learning.	___	___	___
25. Use informal procedures for observing pupils.	___	___	___
26. Include a variety of test items in evaluation instruments.	___	___	___
27. Use standardized tests to determine student attitudes to subject field.	___	___	___
28. Utilize student self-evaluation techniques.	___	___	___
MATERIALS AND EQUIPMENT			
A. Materials			
29. Select and identify student resource materials in the library and resource center.	___	___	___
0. Evaluate/select/modify textbooks, workbooks, and worksheets.	___	___	___

	IMPORTANCE	EVALUATION	LEVEL
31. Evaluate/select/modify commercial individualized programs or projects.	___	___	___
32. Select and evaluate visual aids: films, filmstrips, filmloops.	___	___	___
33. Select and evaluate audio aids: tapes and records.	___	___	___
34. Select and evaluate manipulative materials: games and puzzles.	___	___	___
B. Equipment			
35. Operate audio-visual equipment: projectors/recorders.	___	___	___
36. Produce graphics: overhead transparencies/dry mounts/laminated pictures.	___	___	___
37. Operate duplicating and copying equipment.	___	___	___
ACTIVITIES AND CONTENT			
38. Present material consistent with the discipline being taught.	___	___	___
39. Select instructional materials and activities according to student developmental levels.	___	___	___
40. Match student activities to instructional objectives.	___	___	___
41. Select and justify the selection of manipulative activities to specific concepts.	___	___	___
42. Select materials appropriate to the students' reading level.	___	___	___
43. Develop and conduct activities which take into account cultural similarities and differences among students.	___	___	___
44. Plan and conduct field trips.	___	___	___
45. Select and make arrangements for outside resource people to participate in classroom activities	___	___	___

METHODS AND STRATEGIES	IMPORTANCE	EVALUATION	LEVEL
46. Demonstrate a mastery of content in subject field.	___	___	___
47. Utilize content, concepts and teaching techniques from related disciplines.	___	___	___
48. Demonstrate a proficiency in leading large group discussions and recitations.	___	___	___
49. Demonstrate a proficiency in leading drill and practice.	___	___	___
50. Demonstrate a proficiency in directing small group instruction and activities.	___	___	___
51. Demonstrate a proficiency in leading discovery and/or inquiry activities.	___	___	___
52. Utilize classroom learning centers for individualized study.	___	___	___
53. Demonstrate a variety of questioning techniques.	___	___	___
54. Maintain a balance between cognitive, affective, and motor skill learning.	___	___	___
. Motivate students to develop independent, analytic, and creative thought processes.	___	___	___
56. Encourage selected students to increase their verbal and written participation in class activities.	___	___	___
57. Provide selected students with success opportunities.	___	___	___
58. Reinforce goal-related behavior.	___	___	___
59. Conduct class or small group problem solving sessions: values clarification, class meetings.	___	___	___
60. Change teaching strategies spontaneously when necessary or desirable.	___	___	___
61. Conduct individualized instructional activities.	___	___	___

SCHOOL AND CLASSROOM ENVIRONMENT

62. Maintain reasonable standards of student conduct within the classroom.	___	___	___

	IMPORTANCE	EVALUATION	LEVEL
63. Demonstrate consistency and objectivity in the conduct of classroom management.	___	___	___
64. Perform required classroom administrative duties.	___	___	___
65. Exhibit a sense of humor when appropriate to relieve individual and classroom tension.	___	___	___
66. Be able to cope with unexpected interruptions.	___	___	___
67. Maintain an attractive and interesting classroom.	___	___	___
68. Formulate and uphold acceptable student standards of behavior.	___	___	___
69. Maintain flexible classroom routines.	___	___	___
70. Determine and evaluate classroom routines, rules, policies, and standards cooperatively with students.	___	___	___
71. Develop effective means of anticipating and responding to classroom problems.	___	___	___
72. Know and follow existing rules, policies and procedures of the school.	___	___	___
73. Respect the legal rights of students, families, and the school district.	___	___	___
74. Take precautions necessary to safeguard the health and safety of students.	___	___	___
75. Know and follow established procedures for reporting accidents and problems concerning students.	___	___	___

GUIDANCE AND SERVICES

76. Utilize the influence of the affective on student learning.	___	___	___
77. Encourage and counsel selected students to develop a more positive self-image.	___	___	___
78. Encourage students to develop a more positive relationship with peers.	___	___	___
. Encourage students to develop a more positive relationship with adults.	___	___	___

	IMPORTANCE	EVALUATION	LEVEL
80. Identify the affective, social, and emotional needs of selected students.	___	___	___
81. Recognize environmental influence on cognitive and affective learning.	___	___	___
82. Consult with a counselor or social worker to better understand roles and services available to the classroom teacher.	___	___	___
83. Confer with a parent to discuss student progress.	___	___	___
84. Meet with a principal or assistant principal to better understand administrative duties and areas of responsibility.	___	___	___
85. Refer students for diagnostic tests and services.	___	___	___

Using a list of competencies as above as a single criterion for general teaching success, do you feel that you could make a pass/fail decision relative to the performance of a student teacher?

____YES ____NO

Comments:

If you would like to have a summary of the results of this survey, please print your name and address below.

____

____

____

____

Thanks for your help and insights.

APPENDIX D

MEAN RANKING OF INDIVIDUAL COMPETENCIES BY IMPORTANCE, EVALUATION AND LEVEL

(Secondary, Winter 1976)

MEAN RANKING BY IMPORTANCE

Rating #	Competency #	Statement
3.7778	8.	Select content appropriate for the level of the class.
3.7273	74.	Take precautions necessary to safeguard the health and safety of students.
3.6531	63.	Demonstrate consistency and objectivity in the conduct of classroom management.
3.6263	46.	Demonstrate a mastery of content in subject field
3.6061	66.	Be able to cope with unexpected interruptions.
3.6061	73.	Respect the legal rights of students, families, and the school district.
3.6061	38.	Present material consistent with the discipline being taught.
3.5960	65.	Exhibit a sense of humor when appropriate to relieve individual and classroom tension.
3.5960	62.	Maintain reasonable standards of student conduct within the classroom.
3.5859	60.	Change teaching strategies spontaneously when necessary or desirable.
3.5758	75.	Know and follow established procedures for reporting accidents and problems concerning students.
3.5657	39.	Select instructional materials and activities according to student developmental levels.
3.5657	7.	Relate subject matter content to teaching goals.
3.5556	71.	Develop effective means of anticipating and responding to classroom problems.

Rating #	Competency #	Statement
3.5556	68.	Formulate and uphold acceptable student standards of behavior.
3.5464	42.	Select materials appropriate to the students' reading level.
3.5354	55.	Motivate students to develop independent, analytic, and creative thought processes.
3.5152	3.	Organize activities into a developmental sequence of experience.
3.4949	40.	Match student activities to instructional objectives.
3.4490	53.	Demonstrate a variety of questioning techniques.
3.4490	69.	Maintain flexible classroom routines.
3.444	51.	Demonstrate a proficiency in leading discovery and/or inquiry activities.
3.4343	72.	Know and follow existing rules, policies and procedures of the school.
3.4286	6.	Plan and direct effective learning activities based on the learning styles of individual students.
3.4242	50.	Demonstrate a proficiency in directing small group instruction and activities.
3.4141	30.	Evaluate/select/modify textbooks, workbooks, and worksheets.
3.3939	17.	Identify a learning handicap in a student.
3.3878	48.	Demonstrate a proficiency in leading large group discussions and recitations.
3.3333	64.	Perform required classroom administrative duties.
3.3333	12.	Identify desired student behaviors.
3.3298	57.	Provide selected students with success opportunities.

Rating #	Competency #	Statement
3.3131	24.	Use a variety of evaluative techniques to assess various aspects of student learning.
3.3061	1.	Plan units using data from previous activities.
3.3021	56.	Encourage selected students to increase their verbal and written participation in class activities.
3.2959	58.	Reinforce goal-related behavior.
3.2887	54.	Maintain a balance between cognitive, affective, and motor skill learning.
3.2857	2.	Develop long-range plans for the class, which take individual needs into account.
3.2828	29.	Select and identify student resource materials in the library and resource center.
3.2755	19.	Recognize varying attention spans of students.
3.2755	47.	Utilize content, concepts and teaching techniques from related disciplines.
3.2755	61.	Conduct individualized instruction activities
3.2449	77.	Encourage and counsel selected students to develop a more positive self-image
3.2234	41.	Select and justify the selection of manipulative activities to specific concepts
3.2222	83.	Confer with a parent to discuss student progress
3.2121	25.	Use informal procedures for observing pupils
3.2041	37.	Operate duplicating and copying equipment
3.2020	67.	Maintain an attractive and interesting classroom

Rating #	Competency #	Statement
3.1977	76.	Utilize the influence of the affective on student learning
3.1856	21.	Use test results to improve instruction
3.1717	70.	Determine and evaluate classroom routines, rules, policies, and standards cooperatively with students
3.1616	35.	Operate audio-visual equipment: projectors/ recorders
3.1515	78.	Encourage students to develop a more positive relationship with peers
3.1515	32.	Select and evaluate visual aids: films, filmstrips, filmloops
3.1313	43.	Develop and conduct activities which take into account cultural similarities and differences among students
3.1224	15.	Differentiate objectives for individual students
3.1134	26.	Include a variety of test items in evaluation instruments
3.1031	20.	Discriminate the learning styles of individual students
3.0714	81.	Recognize environmental influence on cognitive and affective learning
3.0707	13.	Take into account cultural differences when determining affective objectives
3.0606	9.	Develop behavioral objectives
3.0606	79.	Encourage students to develop a more positive relationship with adults
3.0505	82.	Consult with a counselor or social worker to better understand roles and services available to the classroom teacher
3.0412	85.	Refer students for diagnostic tests and services

Rating #	Competency #	Statement
3.0313	49.	Demonstrate a proficiency in leading drill and practice
3.0204	80.	Identify the affective, social, and emotional needs of selected students
2.9899	33.	Select and evaluate audio aids: tapes and records
2.9898	31.	Evaluate/select/modify commercial individualized programs or projects
2.9691	34.	Select and evaluate manipulative materials: games and puzzles
2.9375	52.	Utilize classroom learning centers for individualized study
2.9192	16.	Assess students' relevant knowledge, feelings, and attitudes prior to instruction
2.8990	36.	Produce graphics: overhead transparencies/dry mounts/laminated pictures
2.8889	84.	Meet with a principal or assistant principal to better understand administrative duties and areas of responsibility
2.8646	59.	Conduct class or small group problem solving sessions: values clarification, class meetings
2.8469	28.	Utilize student self-evaluation techniques
2.7938	11.	Differentiate individual objectives in cooperation with the students
2.7347	10.	Develop instructional objectives in cooperation with the students
2.7041	45.	Select and make arrangements for outside resource people to participate in classroom activities
2.6531	44.	Plan and conduct field trips
2.6122	18.	Diagnose possible student learning difficulties by studying student records

MEAN RANKING BY EVALUATION

Rating #	Competency #	Statement
3.5155	46.	Demonstrate a mastery of content in subject field
3.5104	37.	Operate duplicating and copying equipment
3.5104	1.	Plan units using data from previous activities
3.5052	38.	Present material consistent with the discipline being taught
3.5052	35.	Operate audio-visual equipment: projectors/ recorders
3.5052	64.	Perform required classroom administrative duties
3.4948	8.	Select content appropriate for the level of the class
3.4316	26.	Include a variety of test items in evaluation instruments
3.4124	24.	Use a variety of evaluative techniques to assess various aspects of student learning
3.4021	7.	Relate subject matter content to teaching goals
3.3958	53.	Demonstrate a variety of questioning techniques
3.3918	39.	Select instructional materials and activities according to student developmental levels
3.3814	62.	Maintain reasonable standards of student conduct within the classroom
3.3814	36.	Produce graphics: overhead transparencies/ dry mounts/laminated pictures
3.3814	72.	Know and follow existing rules, policies and procedures of the school

Rating #	Competency #	Statement
3.3711	75.	Know and follow established procedures for reporting accidents and problems concerning students
3.3505	51.	Demonstrate a proficiency in leading discovery and/or inquiry activities
3.3505	50.	Demonstrate a proficiency in directing small group instruction and activities
3.3402	40.	Match student activities to instructional objectives
3.3229	21.	Use test results to improve instruction
3.3196	74.	Take precautions necessary to safeguard the health and safety of students
3.3125	61	Conduct individualized instructional activities
3.3125	6.	Plan and direct effective learning activities based on the learning styles of individual students
3.3093	29.	Select and identify student resource materials in the library and resource center
3.3093	3.	Organize activities into a developmental sequence of experience
3.3093	66.	Be able to cope with unexpected interruptions
3.3021	63.	Demonstrate consistency and objectivity in the conduct of classroom management
3.2990	67.	Maintain an attractive and interesting classroom
3.2947	42.	Select materials appropriate to the students' reading level
3.2887	30.	Evaluate/select/modify textbooks, workbooks, and worksheets
3.2813	48.	Demonstrate a proficiency in leading large group discussions and recitations
3.2680	65.	Exhibit a sense of humor when appropriate to relieve individual and classroom tension

Rating #	Competency #	Statement
3.2577	69.	Maintain flexible classroom routines
3.2500	47.	Utilize content, concepts and teaching techniques from related disciplines
3.2500	44.	Plan and conduct field trips
3.2474	68.	Formulate and uphold acceptable student standards of behavior
3.2371	83.	Confer with a parent to discuss student progress
3.2340	49.	Demonstrate a proficiency in leading drill and practice
3.2062	9.	Develop behavioral objectives
3.2043	57.	Provide selected students with success opportunities
3.1959	60.	Change teaching strategies spontaneously when necessary or desirable
3.1959	12.	Identify desired student behaviors
3.1935	41.	Select and justify the selection of manipulative activities to specific concepts
3.1856	32.	Select and evaluate visual aids: films, filmstrips, filmloops
3.1809	56.	Encourage selected students to increase their verbal and written participation in class activities
3.1563	45.	Select and make arrangements for outside resource people to participate in classroom activities
3.1563	10.	Develop instructional objectives in co-operation with the students
3.1546	73.	Respect the legal rights of students, families, and the school district

Rating #	Competency #	Statement
3.1443	71.	Develop effective means of anticipating and responding to classroom problems
3.1237	17.	Identify a learning handicap in a student
3.1064	52.	Utilize classroom learning centers for individualized study
3.1053	58.	Reinforce goal-related behavior
3.0947	34.	Select and evaluate manipulative materials: games and puzzles
3.0938	15.	Differentiate objectives for individual students
3.0928	33.	Select and evaluate audio aids: tapes and records
3.0928	70.	Determine and evaluate classroom routines, rules, policies, and standards cooperatively with students
3.0851	85.	Refer students for diagnostic tests and services
3.0737	54.	Maintain a balance between cognitive, affective, and motor skill learning
3.0722	55.	Motivate students to develop independent, analytic, and creative thought processes
3.0625	84.	Meet with a principal or assistant principal to better understand administrative duties and areas of responsibility
3.0625	2.	Develop long-range plans for the class, which take individual needs into account
3.0412	82.	Consult with a counselor or social worker to better understand roles and services available to the classroom teacher
3.0412	25.	Use informal procedures for observing pupils
3.0000	19.	Recognize varying attention spans of students

Rating #	Competency #	Statement
2.9825	22.	Interpret the results of standardized tests
2.9794	43.	Develop and conduct activities which take into account cultural similarities and differences among students
2.9688	28.	Utilize student self-evaluation techniques
2.9479	31.	Evaluate/select/modify commercial individualized programs or projects
2.9468	59.	Conduct class or small group problem solving sessions: values clarification, class meetings
2.9158	11.	Differentiate individual objectives in co-operation with the students
2.9053	20.	Discriminate the learning styles of individual students
2.8842	18.	Diagnose possible student learning difficulties by studying student records
2.8478	27.	Use standardized tests to determine student attitudes to subject field
2.8454	13.	Take into account cultural differences when determining affective objectives
2.8333	77.	Encourage and counsel selected students to develop a more positive self-image
2.7831	76.	Utilize the influence of the affective on student learning
2.7500	81.	Recognize environmental influence on cognitive and affective learning
2.7320	79.	Encourage students to develop a more positive relationship with adults
2.7320	16.	Assess students' relevant knowledge, feelings, and attitudes prior to instruction
2.7320	78.	Encourage students to develop a more positive relationship with peers

Rating #	Competency #	Statement
2.7174	23.	Select appropriate standardized tests for use in specific classroom situations
2.6979	80.	Identify the affective, social, and emotional needs of selected students
2.6316	14.	Identify the common goals of the State, and incorporate into planning
2.4896	5.	Participate in school-wide or district-wide curriculum planning sessions
2.4330	4.	Utilize research in education in planning instruction

MEAN RANKING BY LEVEL

Rating #	Competency #	Statement
3.7347	29.	Select and identify student resource materials in the library and resource center
3.7158	5.	Participate in school-wide or district-wide curriculum planning sessions
3.5000	46.	Demonstrate a mastery of content in subject field
3.4681	11.	Differentiate individual objectives in co-operation with the students
3.4490	55.	Motivate students to develop independent, analytic, and creative thought processes
3.4490	70.	Determine and evaluate classroom routines, rules, policies, and standards cooperatively with students
3.4479	54.	Maintain a balance between cognitive, affective, and motor skill learning
3.4375	85.	Refer students for diagnostic tests and services
3.4227	80.	Identify the affective, social, and emotional needs of selected students
3.4124	6.	Plan and direct effective learning activities based on the learning styles of individual students
3.4021	77.	Encourage and counsel selected students to develop a more positive self-image
3.3469	82.	Consult with a counselor or social worker to better understand roles and services available to the classroom teacher
3.3367	79.	Encourage students to develop a more positive relationship with adults
3.3367	78.	Encourage students to develop a more positive relationship with peers

Rating #	Competency #	Statement
3.3214	76.	Utilize the influence of the affective on student learning
3.3196	81.	Recognize environmental influence on cognitive and affective learning
3.3061	83.	Confer with a parent to discuss student progress
3.3061	71.	Develop effective means of anticipating and responding to classroom problems
3.3021	15.	Differentiate objectives for individual students
3.3021	44.	Plan and conduct field trips
3.2990	84.	Meet with a principal or assistant principal to better understand administrative duties and areas of responsibility
3.2979	52.	Utilize classroom learning centers for individualized study
3.2979	56.	Encourage selected students to increase their verbal and written participation in class activities
3.2872	59.	Conduct class or small group problem solving sessions: values clarification, class meetings
3.2766	10.	Develop instructional objectives in cooperation with the students
3.2680	16.	Assess students' relevant knowledge, feelings, and attitudes prior to instruction
3.2577	2.	Develop long-range plans for the class, which take individual needs into account
3.2577	60.	Change teaching strategies spontaneously when necessary or desirable
3.2473	57.	Provide selected students with success opportunities

Rating #	Competency #	Statement
3.2449	51.	Demonstrate a proficiency in leading discovery and/or inquiry activities
3.2371	45.	Select and make arrangements for outside resource people to participate in classroom activities
3.2347	43.	Develop and conduct activities which take into account cultural similarities and differences among students
3.2283	23.	Select appropriate standardized tests for use in specific classroom situations
3.2188	61.	Conduct individualized instructional activities
3.2083	28.	Utilize student self-evaluation techniques
3.1875	20.	Discriminate the learning styles of individual students
3.1771	21.	Use test results to improve instruction
3.1684	58.	Reinforce goal-related behavior
3.1649	48.	Demonstrate a proficiency in leading large group discussions and recitations
3.1649	63.	Demonstrate consistency and objectivity in the conduct of classroom management
3.1633	24.	Use a variety of evaluative techniques to assess various aspects of student learning
3.1563	31.	Evaluate/select/modify commercial individualized programs or projects
3.1429	17.	Identify a learning handicap in a student
3.1340	69.	Maintain flexible classroom routines
3.1209	27.	Use standardized tests to determine student attitudes to subject field
3.1134	53.	Demonstrate a variety of questioning techniques

Rating #	Competency #	Statement
3.1064	41.	Select and justify the selection of manipulative activities to specific concepts
3.1031	13.	Take into account cultural differences when determining affective objectives
3.1031	72.	Know and follow existing rules, policies and procedures of the school
3.1020	68.	Formulate and uphold acceptable student standards of behavior
3.0842	49.	Demonstrate a proficiency in leading drill and practice
3.0816	50.	Demonstrate a proficiency in directing small group instruction and activities
3.0722	47.	Utilize content, concepts and teaching techniques from related disciplines
3.0714	64	Perform required classroom administrative duties
3.0652	14.	Identify the common goals of the State, and incorporate into planning
3.0619	30.	Evaluate/select/modify textbooks, workbooks, and worksheets
3.0612	25.	Use informal procedures for observing pupils
3.0326	22.	Interpret the results of standardized tests
3.0306	67.	Maintain an attractive and interesting classroom
3.0104	42.	Select materials appropriate to the students' reading level
3.0102	62.	Maintain reasonable standards of student conduct within the classroom
3.0000	66.	Be able to cope with unexpected interruptions
2.9898	8.	Select content appropriate for the level of the class

Rating #	Competency #	Statement
2.9898	75.	Know and follow established procedures for reporting accidents and problems concerning students
2.9796	39.	Select instructional materials and activities according to student developmental levels
2.9697	3.	Organize activities into a developmental sequence of experience
2.9694	40.	Match student activities to instructional objectives
2.9485	19.	Recognize varying attention spans of students
2.9278	73.	Respect the legal rights of students, families, and the school district
2.9167	33.	Select and evaluate aduio aids: tapes and records
2.9072	12.	Identify desired student behaviors
2.9053	26.	Include a variety of test items in evaluation instruments
2.8980	32.	Select and evaluate visual aids: films, filmstrips, filmloops
2.8947	4.	Utilize research in education in planning instruction
2.8878	65.	Exhibit a sense of humor when appropriate to relieve individual and classroom tension
2.8469	74.	Take precautions necessary to safeguard the health and safety of students
2.8438	34.	Select and evaluate manipulative materials: games and puzzles
2.8351	38.	Present material consistent with the discipline being taught
2.8247	1.	Plan units using data from previous activities

Rating #	Competency #	Statement
2.7755	7.	Relate subject matter content to teaching goals
2.7320	9.	Develop behavioral objectives
2.4898	36.	Produce graphics: overhead transparencies/ dry mounts/laminated pictures
2.4433	37.	Operate duplicating and copying equipment
2.4286	35.	Operate audio-visual equipment: projectors/ recorders
2.2188	18.	Diagnose possible student learning difficulties by studying student records

APPENDIX E

SECONDARY INSTRUCTIONAL COMPETENCY LIST
(Fall, 1976)

APPENDIX E

SECONDARY INSTRUCTIONAL COMPETENCY LIST
(Fall, 1976)

INSTRUCTION

1. Plan and teach units using information gained from previous teaching activities.
2. Develop long-range plans for the class, which take individual needs into account.
3. Organize daily activities into a developmental sequence of pupil experience.
4. Utilize research in education in planning instruction.
5. Participate in school-wide or district-wide curriculum planning sessions.
6. Plan and implement activities based on the learning styles of individual students.
7. Maintain expectations such that most pupils are able to meet them.
8. Relate subject matter content to teaching goals/objectives.
9. Select and use content appropriate for the level of the class.
10. Develop behavioral objectives.
11. Develop instructional objectives in cooperation with the students.
12. Identify desired student behaviors.
13. Take into account cultural differences when determining affective objectives.
14. Incorporate local community goals.
15. Incorporate "Common Goals of Michigan."
16. Incorporate Michigan Minimal Performance Objectives.
17. Differentiate objectives for individual students.

EVALUATION

18. Assess students' relevant knowledge, feelings, and attitudes prior to instruction.
19. Diagnose possible student learning difficulties.
20. Recognize varying attention spans of students.
21. Discriminate the learning styles of individual students.
22. Use test results to improve instruction.
23. Interpret the results of standardized tests.

24. Select appropriate standardized tests for use in specific classroom situations.

25. Use a variety of evaluative techniques to assess various aspects of student learning.

26. Use informal procedures for observing pupils.

27. Include a variety of test items in evaluation instruments.

28. Use standardized tests to determine student attitudes to subject field.

29. Utilize student self-evaluation techniques.

MATERIALS AND EQUIPMENT

30. Use resource materials consistent with the subject matter being taught.

31. Select and identify student resource materials in the library and resource center.

32. Evaluate/select/modify textbooks, workbooks, and worksheets.

33. Evaluate/select/modify commercial individualized programs or projects.

34. Select and evaluate visual aids: films, filmstrips, filmloops.

35. Select and evaluate audio aids: tapes and records.

36. Select and evaluate manipulative materials: games and puzzles.

37. Operate audio-visual equipment: projectors/recorders.

38. Produce graphics: overhead transparencies/dry mounts/laminated pictures.

39. Operate duplicating and copying equipment.

ACTIVITIES AND CONTENT

40. Present material consistent with the subject being taught.

41. Select instructional materials and activities according to student developmental levels.

42. Select and justify the selection of manipulative activities to specific concepts.

43. Select materials appropriate to the students' reading level.

44. Develop and conduct activities which take into account cultural similarities and differences among students.

45. Plan and conduct field trips.

46. Select and make arrangements for outside resource people to participate in classroom activities.

47. Use student activities which relate to instructional objectives.

METHODS AND STRATEGIES

48. Demonstrate a mastery of content in subject field.

49. Utilize content, concepts and teaching techniques from related disciplines.

50. Demonstrate a proficiency in leading large group discussions and recitations.

51. Demonstrate a proficiency in leading drill and practice.

52. Demonstrate a proficiency in directing small group instruction.

53. Demonstrate a proficiency in leading discovery and/or inquiry activities.

54. Utilize classroom learning centers for individualized study.

55. Demonstrate a variety of questioning techniques.

56. Maintain a balance between cognitive, affective, and motor skill learning.

57. Motivate students to develop independent, analytic, and creative thought processes.

58. Encourage selected students to increase their verbal and written participation in class activities.

59. Provide selected students with success opportunities.

60. Reinforce goal-related behavior.

61. Conduct class or small group problem solving sessions: values clarification, class meetings.

62. Change teaching strategies spontaneously when necessary or desirable.

63. Conduct individualized instructional activities

64. Provide pupils with experiences which develop thinking skills.

SCHOOL AND CLASSROOM ENVIRONMENT

65. Maintain a classroom atmosphere in which pupils feel comfortable.

66. Demonstrate consistent and objective standards of student conduct and classroom management.

67. Perform required classroom administrative duties.

68. Exhibit a sense of humor when appropriate to relieve individual and classroom tension.

69. Be able to cope with unexpected interruptions.

70. Create an organized and interesting learning environment.

71. Formulate and uphold acceptable student standards of behavior.

72. Maintain flexible classroom routines.

73. Determine and evaluate classroom routines, rules, policies, and standards cooperatively with students.

74. Develop effective means of anticipating and responding to classroom problems.

75. Know and follow existing rules, policies and procedures of the school.

76. Respect the legal rights of students, families, and the school district.

77. Take precautions necessary to safeguard the health and safety of students.

78. Know and follow established procedures for reporting accidents and problems concerning students.

GUIDANCE AND SERVICES

79. Utilize the influence of the affective on student learning.

80. Guide pupils in developing positive self-image.

81. Guide pupils in developing relationships with peers.

82. Encourage students to develop a more positive relationship with adults.

83. Work to fulfill the affective social-emotional needs of individual pupils.

84. Identify the affective, social, and emotional needs of selected students.

85. Recognize environmental influence on cognitive and affective learning.

86. Consult with a counselor or social worker to better understand roles and services available to the classroom teacher.

87. Confer with a parent to discuss student progress.

88. Meet with a principal or assistant principal to better understand administrative duties and areas of responsibility.

89. Refer students for diagnostic tests and services.

APPENDIX F

SAME OR SIMILAR ITEMS FOR SELF-ASSESSMENT ELEMENTARY/SECONDARY

SAME OR SIMILAR ITEMS FOR SELF-ASSESSMENT:
Elementary Compared to Secondary

	Elementary	Secondary
Planning:	1	
	2	1
	3	
	4	
Goals and Objectives:	5*	10
	6	
	7	2
	8*	14
	9*	15
	10*	16
	11	
Evaluation:	12	18
	13	
	14	18
	15	
	16	
	17	
	18	
	19	
	20	
	21	
	22	
	23*	29
	24	
	25	
	26	
	27	
	28	
	29	

	Elementary	Secondary
Materials and Equipment:	30*	32
	31*	33
	32*	34
	33*	35
	34*	36
	35	37
	36	37
	37*	38
	38	39
Activities and Content:	39	8,9
	40	41
	41*	45
	42	46
	43	
	44	61
	45	61
Methods and Strategies:	46	
	47	
	48	
	49	
	50	
	51	
	52	
	53	
	54	
	55	
	56	50
	57	51
	58	52

	Elementary	Secondary
Methods and Strategies:	59	53
	60	
	61	54
	62	63
	63	55
	64*	56
	65*	64
	66	57
	67	57
	68	57
	69	
	70	58
	71*	62
	72	
	73	
School and Classroom Management and Environment:	74*	65
	75	
	76	
	77	
	78*	7
	79	
	80	
	81	74
	82*	73
	83	75
	84	76
	85	77
	86	78
	87*	60

	Elementary	Secondary
Student Guidance/ Services:	88*	80
	89*	81
	90	82
	91*	83
	92	85
	93	
	94	
	95	
	96*	89

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*Identical

SAME OR SIMILAR ITEMS FOR SELF-ASSESSMENT:
Secondary Compared to Elementary

	Secondary	Elementary
Instruction:	1	2
	2	7
	3	
	4	
	5	
	6	
	7*	
	8	
	9	
	10*	
	11	
	12	
	13	
	14*	8
	15*	9
	16*	10
	17	
Evaluation:	18	12,14
	19	
	20	
	21	
	22	
	23	
	24	
	25	
	26	
	27	
	28	
	29*	23

	Secondary	Elementary
Materials and Equipment:	30	
	31	
	32*	30
	33*	31
	34*	32
	35*	33
	36*	34
	37	35,36
	38*	37
	39	38
Activities and Content:	40	
	41	40
	42	
	43	
	44	
	45*	41
	46	42
	47	
Methods and Strategies:	48	
	49	
	50	56
	51	57
	52	58
	53	59
	54	61
	55	63
	56*	64

	Secondary	Elementary
Methods and Strategies:	57	66,67,68
	58	70
	59	
	60*	87
	61	44,45
	62*	71
	63	62
	64*	65
School and Classroom Management and Environment:	65*	74
	66	
	67	
	68	
	69	
	70	
	71	
	72	
	73*	82
	74	81
	75	83
	76	84
	77	85
	78	86
Student Guidance/ Services:	79	
	80*	88
	81*	89
	82	90
	83*	91
	84	

	Secondary	Elementary
Student Guidance/ Services:	85	92
	86	
	87	
	88	
	89*	96

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*Identical

APPENDIX G

ASSESSMENT INSTRUMENTS

WINTER, 1976

ASSESSMENT INSTRUMENTS
Winter, 1976

DIRECTED TEACHING, ELEMENTARY

THE UNIVERSITY OF MICHIGAN

DIRECTIONS FOR CLASSROOM SUPERVISING TEACHER USING

ELEMENTARY EDUCATION

INSTRUCTIONAL COMPETENCY, PERSONAL & PROFESSIONAL CHARACTERISTICS

The enclosed booklet contains a list of 70 statements of instructional competency and personal and professional characteristics associated with successful elementary teaching. Also enclosed is a yellow response sheet for recording you reactions. Your response in evaluating your U-M student teacher will (1) provide the feedback essential to the student being prepared for elementary teaching and (2) facilitate further development and improvement of the elementary certification program at the University.

Select as many or as few of those instructional competencies, personal characteristics, and professional attributes as you feel are appropriate for the U-M student teacher currently working in your classroom. For each of the selected statements, record your reaction in Column I on the response sheet next to the number matching the statement. You should respond only in terms of what you have observed the student demonstrate in your classroom. This is not meant to be a final judgment of whether or not the student has the competency, personal characteristic, or behavior. The following scale should be used for your Column I responses:

COLUMN I

1. Not demonstrated this term.
2. Some demonstration of this.
3. Mastery (for competencies); clearly evident (for personal characteristics and behavior).
4. Outstanding.

OPTIONAL

For those statements which you do not perceive as appropriate for the U-M student teacher currently working in your classroom, information as to why you did not select them would be very helpful. Column II should be used for such responses.

COLUMN II

A. Appropriate for evaluation during this experience; however, no opportunity for demonstration exists in my situation.
B. Not appropriate (important) enough to evaluate.
C. More appropriate for evaluation prior to this experience.
D. More appropriate for evaluation during in-service teaching.
E. Other (please note on back of the response sheet).

FOR EACH ITEM YOU MAY RESPOND IN EITHER COLUMN, BUT NEVER IN BOTH.

We welcome additional evaluative comments. Please use the back of the response sheet to record any other reactions you may have.

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THE UNIVERSITY OF MICHIGAN

ELEMENTARY EDUCATION
INSTRUCTIONAL COMPETENCY, PERSONAL & PROFESSIONAL CHARACTERISTICS

Please return this booklet with the response sheet.

INSTRUCTION

1. Plan lessons
2. Plan units
3. Establish behavioral objectives
4. Establish content goals
5. Utilize goals/objectives appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned)
6. Identify each pupil's instructional needs
7. Identify each pupil's strengths/abilities
8. Utilize test/quiz/survey written by teacher
9. Utilize teacher observation of pupil(s)
10. Utilize teacher-pupil interaction techniques (discussion, conference, conversation non-verbal exchange)
11. Utilize teacher self-evaluation techniques
12. Evaluate/select/modify textbooks, workbooks, worksheets, ...
13. Evaluate/select/modify films, filmstrips, film loops, tapes, recordings, ...
14. Evaluate/select/modify manipulative materials (aids), games, puzzles, ...
15. Select, organize, and present content appropriately (related to pupil developmenta level, concepts/skills/attitudes to be learned)

16. Select and conduct activities appropriately (related to pupil developmental level, concepts/skills/attitudes to be learned)

17. Plan, conduct field trip(s)

18. Invite resource people to classroom

19. Teach reading

20. Teach mathematics

21. Teach science

22. Teach social studies

23. Teach, using discussion

24. Teach, using drill and practice

25. Teach, using small group instruction and/or activities

26. Teach, using discovery/inquiry

27. Teach, using individualized instruction

28. Motivate pupils to think independently

29. Motivate pupils to think analytically

30. Motivate pupils to think creatively

31. Reinforce goal-related behavior

32. Make transitions smoothly, successfully (activities, lessons, physical movements, periods of time)

33. Change strategies spontaneously when necessary/desirable

SCHOOL AND CLASSROOM MANAGEMENT AND ENVIRONMENT

34. Establish an atmosphere of honesty, fair play, warmth, acceptance

35. Stimulate interest and enthusiasm

36. Maintain reasonable expectations

37. Establish creative, clean, comfortable, attractive surroundings

38. Follow rules and standards set cooperatively with students

39. Develop effective means of anticipating and responding to classroom problems

40. Take precautions necessary to safeguard the health, safety, and legal rights of pupils

STUDENT GUIDANCE, SERVICES, AND GROUPING

41. Organize students as objectives indicate: individual, small or large groups

42. Identify the affective, social, and emotional needs of individual pupils

43. Guide individual pupil to develop positive self-image

44. Guide individual pupils to develop positive relationships with peers

45. Guide individual pupils to develop positive relationships with adults

46. Recognize the influence of home environment and experiential background upon the affective state and the learning of individual pupils

47. Work cooperatively to meet affective, social-emotional needs of individual pupils

PERSONAL CHARACTERISTICS

48. Warmth

49. Enthusiasm

50. Acceptance of people, ideas, and reality

51. Flexibility

52. Willingness to try new ideas

53. Self confidence

54. Sense of humor

55. Willingness to work hard

56. Emotional stability

PROFESSIONALISM

57. Positive attitude toward teaching

58. Identify teacher role; differentiate from "pal" or parent role

59. Seeks and accepts feedback from supervisors

60. Modifies behavior and instructional practices as a result of constructive criticism

61. Demonstrate mutual respect for self and others

62. Respect cultural values, traditions, speech/language of self and others and help pupils to do so by providing a variety of multicultural experiences

63. Demonstrate tact in dealing with problems of pupils, parents, colleagues

64. Communicate in oral and written fashion

65. Well modulated voice

66. Appropriate language with style and tone adjusted to the situation (lecture, poetry, joke, ...)

67. Professional performance: dependable, willing, prompt, efficient, successful

68. Professional behavior: responsible, consistent, demonstrates fairness

69. Attendance: prompt and regular

70. Appearance: appropriate

THE UNIVERSITY OF MICHIGAN
ELEMENTARY EDUCATION
INSTRUCTIONAL COMPETENCY, PERSONAL & PROFESSIONAL CHARACTERISTICS

RESPONSE SHEET

How many times during the term should student teacher evaluation forms be completed by the supervising teacher and filed in the Directed Teaching Office? 2 3 4

Evaluation
Reason for Omission

I (1-4) II (A-E)

INSTRUCTION

1. ☐ ☐
2. ☐ ☐
3. ☐ ☐
4. ☐ ☐
5. ☐ ☐
6. ☐ ☐
7. ☐ ☐
8. ☐ ☐
9. ☐ ☐
10. ☐ ☐
11. ☐ ☐
12. ☐ ☐
13. ☐ ☐
14. ☐ ☐
15. ☐ ☐

I (1-4) II (A-E)

16. ☐ ☐
17. ☐ ☐
18. ☐ ☐
19. ☐ ☐
20. ☐ ☐
21. ☐ ☐
22. ☐ ☐
23. ☐ ☐
24. ☐ ☐
25. ☐ ☐
26. ☐ ☐
27. ☐ ☐
28. ☐ ☐
29. ☐ ☐
30. ☐ ☐
31. ☐ ☐

I (1-4) II (A-E)

32. ☐ ☐
33. ☐ ☐

SCHOOL & CLASSROOM MANAGEMENT & ENVIRONMENT

34. ☐ ☐
35. ☐ ☐
36. ☐ ☐
37. ☐ ☐
38. ☐ ☐
39. ☐ ☐
40. ☐ ☐

STUDENT GUIDANCE, SERVICES, AND GROUPING

41. ☐ ☐
42. ☐ ☐
43. ☐ ☐
44. ☐ ☐
45. ☐ ☐

I (1-4) II (A-E)

46. ☐ ☐
47. ☐ ☐

PERSONAL CHARACTERISTICS

48. ☐ ☐
49. ☐ ☐
50. ☐ ☐
51. ☐ ☐
52. ☐ ☐
53. ☐ ☐
54. ☐ ☐
55. ☐ ☐
56. ☐ ☐

PROFESSIONALISM

57. ☐ ☐
58. ☐ ☐
59. ☐ ☐

I (1-4) II (A-E)

60. ☐ ☐
61. ☐ ☐
62. ☐ ☐
63. ☐ ☐
64. ☐ ☐
65. ☐ ☐
66. ☐ ☐
67. ☐ ☐
68. ☐ ☐
69. ☐ ☐
70. ☐ ☐

SUPERVISING TEACHER ______________________

STUDENT ______________________

DATE ______________________

Please use reverse side for additional comments suggestions.

Please return the booklet and this response sheet in the envelope provided.

ASSESSMENT INSTRUMENTS
Winter, 1976

DIRECTED TEACHING, SECONDARY
Mid-term

THE UNIVERSITY OF MICHIGAN
School of Education

Secondary Mid Term Report
Instructional Competency
Winter, 1976

STUDENT TEACHER______________ SUPERVISING TEACHER______________________

SCHOOL____________________ UNIVERSITY SUPERVISOR______________________

Please check the appropriate box.

	OBSERVED				UNOBSERVED
I. INSTRUCTIONAL COMPETENCY	Satisfactory		Unsatisfactory		
A. Planning					
1. Plan units using data from previous activities.	☐ 4	☐ 3	☐ 2	☐ 1	☐
2. Develop or discuss long-range plans for the class which take individual needs into account.	☐ 4	☐ 3	☐ 2	☐ 1	☐
3. Organize activities into a developmental sequence.	☐ 4	☐ 3	☐ 2	☐ 1	☐
4. Plan and direct learning activities based on the learning styles of individual students.	☐ 4	☐ 3	☐ 2	☐ 1	☐
B. Goals and Objectives					
5. Relate subject matter content to teaching goals.	☐ 4	☐ 3	☐ 2	☐ 1	☐
6. Select content appropriate to the level of the class.	☐ 4	☐ 3	☐ 2	☐ 1	☐
7. Develop behavioral objectives for one or more teaching units.	☐ 4	☐ 3	☐ 2	☐ 1	☐
8. Identify and discuss desired pupil behaviors	☐ 4	☐ 3	☐ 2	☐ 1	☐
C. Diagnosis and Assessment					
9. Identify learning handicaps in pupils.	☐ 4	☐ 3	☐ 2	☐ 1	☐
10. Use a variety of evaluative techniques to assess various aspects of pupil learning.	☐ 4	☐ 3	☐ 2	☐ 1	☐

I. INSTRUCTIONAL COMPETENCY (Continued)

D. Materials

	OBSERVED				UNOBSERVED
	Satisfactory			Unsatisfactory	
11. Select pupil resource materials in the library and/or resource center.	☐ 4	☐ 3	☐ 2	☐ 1	☐
12. Select, evaluate, and modify textbooks, workbooks and worksheets for pupil use.	☐ 4	☐ 3	☐ 2	☐ 1	☐

E. Activities and Content

13. Use materials consistent with the subject matter being taught.	☐ 4	☐ 3	☐ 2	☐ 1	☐
14. Select instructional materials and activities according to pupil developmental levels.	☐ 4	☐ 3	☐ 2	☐ 1	☐
15. Match pupil activities to instructional objectives.	☐ 4	☐ 3	☐ 2	☐ 1	☐
16. Select materials appropriate to the pupil's reading level.	☐ 4	☐ 3	☐ 2	☐ 1	☐

F. Methods and Strategies

17. Demonstrate a mastery of content in subject field.	☐ 4	☐ 3	☐ 2	☐ 1	☐
18. Use content and teaching techniques from related disciplines.	☐ 4	☐ 3	☐ 2	☐ 1	☐
19. Demonstrate a proficiency in leading large group discussions.	☐ 4	☐ 3	☐ 2	☐ 1	☐
20. Demonstrate a proficiency in directing small group instruction.	☐ 4	☐ 3	☐ 2	☐ 1	☐
21. Demonstrate a proficiency in leading discovery and/or inquiry activities.	☐ 4	☐ 3	☐ 2	☐ 1	☐
22. Demonstrate a variety of questioning techniques.	☐ 4	☐ 3	☐ 2	☐ 1	☐
23. Maintain a balance between cognitive, affective, and motor skill learning.	☐ 4	☐ 3	☐ 2	☐ 1	☐
24. Encourage pupils to develop analytic and creative thought processes.	☐ 4	☐ 3	☐ 2	☐ 1	☐

I. INSTRUCTIONAL COMPETENCY (Continued)

F. Methods and Strategies (cont.)

	OBSERVED				UNOBSERVED
	Satisfactory			Unsatisfactory	
25. Encourage selected pupils to increase their verbal and written participation in class activities.	☐ 4	☐ 3	☐ 2	☐ 1	☐
26. Provide selected pupils with success opportunities.	☐ 4	☐ 3	☐ 2	☐ 1	☐
27. Reinforce goal-related behavior.	☐ 4	☐ 3	☐ 2	☐ 1	☐
28. Change teaching strategies spontaneously when necessary or desirable.	☐ 4	☐ 3	☐ 2	☐ 1	☐

G. School and Classroom Management

29. Maintain a reasonable standard of pupil conduct.	☐ 4	☐ 3	☐ 2	☐ 1	☐
30. Demonstrate consistent and objective classroom management.	☐ 4	☐ 3	☐ 2	☐ 1	☐
31. Perform required classroom administrative duties.	☐ 4	☐ 3	☐ 2	☐ 1	☐
32. Exhibit a sense of humor when appropriate.	☐ 4	☐ 3	☐ 2	☐ 1	☐
33. Cope with unexpected interruptions to classroom activities.	☐ 4	☐ 3	☐ 2	☐ 1	☐
34. Formulate and uphold acceptable standards of pupil behavior.	☐ 4	☐ 3	☐ 2	☐ 1	☐
35. Maintain flexible classroom routines.	☐ 4	☐ 3	☐ 2	☐ 1	☐
36. Develop effective means of anticipating and responding to classroom problems.	☐ 4	☐ 3	☐ 2	☐ 1	☐
37. Know and follow existing rules, policies and procedures of the school.	☐ 4	☐ 3	☐ 2	☐ 1	☐
38. Take precautions necessary to safeguard the health and safety and comfort of pupils.	☐ 4	☐ 3	☐ 2	☐ 1	☐

I. INSTRUCTIONAL COMPETENCY (Continued)

	OBSERVED				UNOBSERVED
G. School and Classroom Management (cont.)	Satis-factory			Unsatis-factory	
39. Respect the legal rights of pupils, families, and school personnel.	☐ 4	☐ 3	☐ 2	☐ 1	☐
40. Know and follow established procedures for reporting accidents and problems concerning pupils.	☐ 4	☐ 3	☐ 2	☐ 1	☐

How would you assess your student teacher's overall general instructional progress to this point in the student teaching semester.

High 10 9 8 7 6 5 4 3 2 1 Low

ASSESSMENT INSTRUMENTS
Winter, 1976

DIRECTED TEACHING, SECONDARY
Final

FINAL EVALUATION OF STUDENT TEACHING
IN
SECONDARY EDUCATION

____
STUDENT TEACHER

____
SUBJECT FIELD

____
SUPERVISING TEACHER

____
SECONDARY SCHOOL

____
DATE

SCHOOL OF EDUCATION
UNIVERSITY OF MICHIGAN

Rate your student teacher's performance on each of the general instructional competencies.

7 Outstanding 5 Good 3 Average 1 Poor
0 Unobserved

INSTRUCTION

Planning

1. Plan units using information gained from previous teaching activities.
7 6 5 4 3 2 1 0

2. Organize activities into a developmental sequence of pupil experience.
7 6 5 4 3 2 1 0

3. Plan and direct effective learning activities based on the learning styles of individual students.
7 6 5 4 3 2 1 0

Goals and Objectives

4. Relate subject matter content to teaching goals.
7 6 5 4 3 2 1 0

5. Select content appropriate for the level of the class.
7 6 5 4 3 2 1 0

6. Identify desired student behaviors.
7 6 5 4 3 2 1 0

Diagnosis

7. Recognize varying attention spans of students.
7 6 5 4 3 2 1 0

8. Use the results from tests and quizzes to improve instruction.
7 6 5 4 3 2 1 0

7 Outstanding 5 Good 3 Average 1 Poor
0 Unobserved

Assessment

9. Use a variety of evaluative techniques to assess various aspects of student learning.

7 6 5 4 3 2 1 0

10. Use informal procedures for observing pupils.

7 6 5 4 3 2 1 0

11. Include a variety of test items in evaluation instruments.

7 6 5 4 3 2 1 0

12. Utilize student self-evaluation techniques.

7 6 5 4 3 2 1 0

Materials

13. Select student resource materials in the library and/or resource center.

7 6 5 4 3 2 1 0

14. Select, evaluate, and modify textbooks, workbooks, and worksheets for student use.

7 6 5 4 3 2 1 0

Activities and Content

15. Use materials consistent with the subject matter being taught.

7 6 5 4 3 2 1 0

16. Select instructional materials and activities according to student developmental levels.

7 6 5 4 3 2 1 0

7 Outstanding 5 Good 3 Average 1 Poor
0 Unobserved

17. Match student activities to instructional objectives. 7 6 5 4 3 2 1 0

18. Select materials appropriate to the student's reading level. 7 6 5 4 3 2 1 0

Methods and Strategies

19. Demonstrate a mastery of content in subject field. 7 6 5 4 3 2 1 0

20. Utilize content, concepts, and teaching techniques from related disciplines. 7 6 5 4 3 2 1 0

21. Demonstrate a proficiency in leading large group discussions. 7 6 5 4 3 2 1 0

22. Demonstrate a proficiency in leading small group instruction. 7 6 5 4 3 2 1 0

23. Demonstrate a proficiency in leading discovery and/or inquiry activities. 7 6 5 4 3 2 1 0

24. Demonstrate a variety of questioning techniques. 7 6 5 4 3 2 1 0

25. Demonstrate a proficiency in leading drill and practice. 7 6 5 4 3 2 1 0

26. Encourage selected students to increase their verbal and written participation in class activities. 7 6 5 4 3 2 1 0

7 Outstanding 5 Good 3 Average 1 Poor
0 Unobserved

27. Reinforce goal-related behavior. 7 6 5 4 3 2 1 0

28. Change teaching strategies spontaneously when necessary or desirable. 7 6 5 4 3 2 1 0

29. Conduct individualized instructional activities. 7 6 5 4 3 2 1 0

School and Classroom Management

30. Maintain a reasonable standard of student conduct. 7 6 5 4 3 2 1 0

31. Demonstrate consistent and objective classroom management. 7 6 5 4 3 2 1 0

32. Perform required classroom administrative duties. 7 6 5 4 3 2 1 0

33. Exhibit a sense of humor. 7 6 5 4 3 2 1 0

34. Cope with unexpected interruptions to classroom activities. 7 6 5 4 3 2 1 0

35. Maintain an organized and interesting classroom. 7 6 5 4 3 2 1 0

36. Formulate and uphold acceptable standards of student behavior. 7 6 5 4 3 2 1 0

7 Outstanding 5 Good 3 Average 1 Poor
0 Unobserved

37. Maintain flexible classroom routines.	7	6	5	4	3	2	1	0
38. Develop effective means of anticipating and responding to classroom problems.	7	6	5	4	3	2	1	0
39. Know and follow existing rules, policies and procedures of the school.	7	6	5	4	3	2	1	0
40. Know the policies of the school which safeguard the health and safety of students.	7	6	5	4	3	2	1	0
41. Respect the legal rights of students, families and school personnel.	7	6	5	4	3	2	1	0
42. Know and follow established procedures for reporting accidents and problems concerning students.	7	6	5	4	3	2	1	0

Please indicate your professional judgement of your student teacher's competence on the following rating scale.

10	9	8	7	6	5	4	3	2	1
Superior			Above Average			Average			Poor

I recommend the following grade. ____

(S = Satisfactory, U = Unsatisfactory

Signed ______________________________

Please use the back of this page to make specific comments related to your subject field and your classroom.

APPENDIX H

ASSESSMENT INSTRUMENTS

FALL, 1976

ASSESSMENT INSTRUMENTS
Fall, 1976

SELF-PERCEPTION, ELEMENTARY

Name ____________________

I.D.# ____________________

Date ____________________

UNIVERSITY OF MICHIGAN
INSTRUCTIONAL COMPETENCY
SELF-PERCEPTION
●

Currently enrolled in: ☐ D592 ☐ D305, 1/2 day ☐ D305, full day

This outline is intended to help you analyze and improve your instructional competency. You can rate yourself as soon as you enter your School of Education teacher education program, and at several significant points throughout. You are encouraged to discuss the contents with instructors and advisers as you progress.

The questionnaire has been designed to measure your perception of your knowledge, experience, and confidence. It lists competencies considered important to successful elementary school teaching.

With each statement are three indicators of your involvement. Indicate your level on each dimension.
The dimensions are:

K. My perception of my knowledge.
   1. I have no knowledge.
   2. I have little knowledge.
   3. I have an average amount of knowledge.
   4. I have above average knowledge.
   5. I have an exceptional amount of knowledge.

D. My perception of the degree to which I have demonstrated this.
   1. I have never studied, discussed, or done this in a University or elementary school classroom situation.
   2. I have studied/discussed this in a University course.
   3. I have tried/done this during a University course (micro-teaching, simulation, group experience...)
   4. I have done this for an individual pupil or a small group of elementary pupils.
   5. I have done this for a class/large group of elementary pupils.

C. My perception of my confidence in my ability to do this successfully in an elementary school classroom.
   1. I am not confident at all.
   2. I am somewhat confident.
   3. I have an average amount of confidence.
   4. I have more than an average amount of confidence.
   5. I am very confident.

Please select the highest value in each dimension which you think best describes your present state.

	K	D	C
EXAMPLE: Conduct a sing-along with pupils	3	5	2

This would mean I have an average amount of knowledge about sing-alongs, have tried this with a class/large group of pupils, but I am just somewhat confident.

Now turn to the next page and rate yourself on the two sample statements. If you have no questions, continue on to the rest of the statements. If you have any questions, feel free to ask for assistance at any time.

K. Knowledge
1. no
2. little
3. average
4. above average
5. exceptional

D. Demonstration
1. never
2. studied/discussed U course
3. tried/done U course
4. individual/sm. group
5. class/lg. group

C. Confidence
1. not
2. somewhat
3. average
4. above average
5. very confident

SAMPLE:

K D C

☐ ☐ ☐ Conduct a sing-along with pupils

☐ ☐ ☐ Teach children to play softball

INSTRUCTION

Planning

☐ ☐ ☐ 1. Plan lessons (1,1)

☐ ☐ ☐ 2. Plan units (2,2)

☐ ☐ ☐ 3. Plan sequential development of content

☐ ☐ ☐ 4. Plan integration/correlation of concepts

Goals and Objectives

☐ ☐ ☐ 5. Establish behavioral objectives (3,0)

☐ ☐ ☐ 6. Set/select content goals (4,0)

☐ ☐ ☐ 7. Incorporate long range goals

☐ ☐ ☐ 8. Incorporate local community goals

☐ ☐ ☐ 9. Incorporate "Common Goals of Michigan"

☐ ☐ ☐ 10. Incorporate Michigan Minimal Performance Objectives

☐ ☐ ☐ 11. Set/select goals/objectives appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned) (5,3)

Evaluation

K	D	C	
☐	☐	☐	12. Identify each pupil's instructional needs (6,4)
☐	☐	☐	13. Identify each pupil's strengths/abilities (7,5)
☐	☐	☐	14. Identify each pupil's interests
☐	☐	☐	15. Identify each pupil's experiential background
☐	☐	☐	16. Select and utilize assessment instruments appropriately
☐	☐	☐	17. Select and utilize criterion referenced measures
☐	☐	☐	18. Select and utilize norm referenced standarized measures
☐	☐	☐	19. Utilize informal assessment techniques
☐	☐	☐	20. Write and give test/quiz/survey (8,0)
☐	☐	☐	21. Observe and interpret pupil behavior (9,6)
☐	☐	☐	22. Utilize teacher-pupil interaction techniques (discussion, conference, conversation, non-verbal exchange)
☐	☐	☐	23. Utilize pupil self-evaluation techniques
☐	☐	☐	24. Utilize teacher self-evaluation techniques (10,7)
☐	☐	☐	25. Utilize pupil/teacher evaluation of instructional process
☐	☐	☐	26. Interpret diagnosis/assessment information
☐	☐	☐	27. Record diagnosis/assessment information
☐	☐	☐	28. Communicate to (pupils, parents, educators) diagnosis/assessment information
☐	☐	☐	29. Improve instruction through use of diagnosis/assessment information

K. Knowledge
  1. no
  2. little
  3. average
  4. above average
  5. exceptional
D. Demonstration
  1. never
  2. studied/discus
     ed U course
  3. tried/done -
     U course
  4. individual/sm.
     group
  5. class/lg. grou
C. Confidence
  1. not
  2. somewhat
  3. average
  4. above average
  5. very confident

Materials and Equipment

Materials:

K D C

☐ ☐ ☐ 30. Select/adapt/utilize textbooks, workbooks, worksheets,... (11,0)

☐ ☐ ☐ 31. Evaluate/select/modify commercial individualized programs

☐ ☐ ☐ 32. Evaluate/select/modify films, filmstrips, film loops,... (12,0)

☐ ☐ ☐ 33. Evaluate/select/modify tapes, recordings,... (12,0)

☐ ☐ ☐ 34. Select/adapt/utilize manipulative materials (aids) games, puzzles,... (13,0)

Equipment:

☐ ☐ ☐ 35. visual: Operate film projector, filmstrip projector,...

☐ ☐ ☐ 36. audio: Operate tape recorder, record player,...

☐ ☐ ☐ 37. graphics: Produce overhead transparency, drymount,...

☐ ☐ ☐ 38. Utilize reproduction processes: duplicating, copying,.. (0,8)

Activities and Content

☐ ☐ ☐ 39. Select, organize and present content appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned) (14,9)

☐ ☐ ☐ 40. Select and conduct activities appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned) (15,10)

☐ ☐ ☐ 41. Plan, conduct field trip(s) (15,10)

☐ ☐ ☐ 42. Invite resource people to classroom (15,10)

☐ ☐ ☐ 43. Provide multicultural experiences (15,10)

☐ ☐ ☐ 44. Conduct values clarification activities (15,10)

☐ ☐ ☐ 45. Conduct class meetings (15,10)

Methods and Strategies

K	D	C	
☐	☐	☐	46. Teach reading (16,0)
☐	☐	☐	47. Teach language arts (17,0)
☐	☐	☐	48. Teach mathematics (18,0)
☐	☐	☐	49. Teach science (19,0)
☐	☐	☐	50. Teach social studies (20,0)
☐	☐	☐	51. Teach art (21,0)
☐	☐	☐	52. Teach music (22,0)
☐	☐	☐	53. Teach physical education (23,0)
☐	☐	☐	54. Teach health
☐	☐	☐	55. Select and utilize methods/strategies (related to pupil developmental levels, concepts/skills/attitudes to be learned (24,0)
☐	☐	☐	56. Teach using, discussion (24,0)
☐	☐	☐	57. Teach, using drill and practice (24,0)
☐	☐	☐	58. Teach, using small group instruction and/or activities (24,0)
☐	☐	☐	59. Teach, using discovery/inquiry (24,0)
☐	☐	☐	60. Teach, using role playing
☐	☐	☐	61. Teach, using classroom learning centers (24,0)
☐	☐	☐	62. Teach, using individualized instruction (24,0)

K	D	C	
☐	☐	☐	63. Use questioning techniques effectively
☐	☐	☐	64. Maintain balance of cognitive, affective, and motor skill learnings
☐	☐	☐	65. Provide pupils with experiences which develop thinking skills (25,0)
☐	☐	☐	66. Motivate pupils to think independently
☐	☐	☐	67. Motivate pupils to think analytically
☐	☐	☐	68. Motivate pupils to think creatively
☐	☐	☐	69. Motivate pupils in daily lessons, units , activities (26,0)
☐	☐	☐	70. Encourage pupils to communicate orally and in writing
☐	☐	☐	71. Change strategies spontaneously when necessary/desirable (27,0)
☐	☐	☐	72. Group pupils as pupil performance dictates: individual, small or large groups (28,0)
☐	☐	☐	73. Demonstrate knowledge of organization plans at building, state, and national level

SCHOOL AND CLASSROOM MANAGEMENT AND ENVIRONMENT

☐	☐	☐	74. Maintain a classroom atmosphere in which pupils feel comfortable (30,11)
☐	☐	☐	75. Develop and maintain an effective rapport with pupils (31,12)
☐	☐	☐	76. Establish an environment conducive to learning
☐	☐	☐	77. Stimulate interest and enthusiasm (32,13)
☐	☐	☐	78. Maintain expectations such that most children are able to meet them (33,0)
☐	☐	☐	79. Maintain creative, clean, comfortable, attractive surroundings (34,0)

K. Knowledge
1. no
2. little
3. average
4. above average
5. exceptional

D. Demonstration
1. never
2. studied/discussed U course
3. tried/done - U course
4. individual/small group
5. class/lg. group

C. Confidence
1. not
2. somewhat
3. average
4. above average
5. very confident

K D C

☐ ☐ ☐ 80. Make transitions smoothly (between activities, lessons, physical movements, periods of time) (29,0)

☐ ☐ ☐ 81. Effectively anticipate and respond to classroom management problems (36,15)

☐ ☐ ☐ 82. Determine and evaluate routines, rules, policies, standards, cooperatively with students

☐ ☐ ☐ 83. Follow classroom and/or school rules and standards (35,14)

☐ ☐ ☐ 84. Respect the legal rights and recognize the legal liabilities of pupils, families, teachers, and school districts

☐ ☐ ☐ 85. Take precautions necessary to safeguard the health, safety, and legal rights of pupils (37,16)

☐ ☐ ☐ 86. Conscientiously and efficiently follow established procedures for reporting accidents or problems concerning the health and safety of pupils

☐ ☐ ☐ 87. Reinforce goal-related behavior (38,17)

STUDENT GUIDANCE/SERVICES

☐ ☐ ☐ 88. Guide pupils in developing positive self-image (39,0)

☐ ☐ ☐ 89. Guide pupils in developing relationships with peers (40,0)

☐ ☐ ☐ 90. Guide pupils in developing relationships with adults (41,0)

☐ ☐ ☐ 91. Work to fulfill the affective, social-emotional needs of individual pupils (42,18)

☐ ☐ ☐ 92. Recognize the influence of home environment and experiential background upon the affective state and the learning of individual pupils

K D C

☐ ☐ ☐ 93. Work cooperatively to meet affective, social-emotional needs of individual pupils

☐ ☐ ☐ 94. Consult counselor, social worker

☐ ☐ ☐ 95. Confer with parent, principal

☐ ☐ ☐ 96. Refer pupils for diagnostic tests and services

K. Knowledge
  1. no
  2. little
  3. average
  4. above average
  5. exceptional

D. Demonstration
  1. never
  2. studied/discus
     ed U course
  3. tried/done -
     U course
  4. individual/
     small group
  5. class/lg. group

C. Confidence
  1. not
  2. somewhat
  3. average
  4. above average
  5. very confident

6 ID ☐☐☐☐☐☐☐☐☐☐ MO ☐☐ YR ☐☐ 1 0 2 CLASS ☐

ASSESSMENT INSTRUMENTS
Fall, 1976

SELF-PERCEPTION, SECONDARY

NAME ____________________

DATE ____________________

UNIVERSITY OF MICHIGAN
INSTRUCTIONAL COMPETENCY

SELF-PERCEPTION

This outline is intended to help you analyze and improve your instructional competencies. You can rate yourself as soon as you enter your School of Education teacher education program, and at several significant points throughout. You are encouraged to discuss the contents with instructors and advisors as you progress.

The questionnaire has been designed to measure your perception of your knowledge, experience, and confidence. It lists competencies considered important to successful secondary school teaching.

With each statement are three indicators of your involvement. Indicate your level on each dimension. The dimensions are:

A. My perception of my knowledge:
   1. I have no knowledge.
   2. I have little knowledge.
   3. I have an average amount of knowledge.
   4. I have above average knowledge.
   5. I have an exceptional amount of knowledge.

B. My perception of the degree to which I have demonstrated this:
   1. I have never studied, discussed, or done this in a University or secondary school classroom situation.
   2. I have studied/discussed this in a University course.
   3. I have tried/done this during a University course (micro-teaching, simulation, group experience...)
   4. I have done this for an individual pupil or a small group of secondary pupils.
   5. I have done this for a class/large group of secondary pupils.

C. My perception of my confidence in my ability to do this successfully in a secondary school classroom:
   1. I am not confident at all.
   2. I am somewhat confident.
   3. I have an average amount of confidence.
   4. I have more than an average amount of confidence.
   5. I am very confident.

Please select the highest value in each dimension which you think best describes your present state.

	A	B	C
EXAMPLE: Conduct an inquiry activity with pupils	3	5	2

This would mean I have an average amount of knowledge about inquiry, have tried this with a class/large group of pupils, but I am just somewhat confident.

Now turn to the next page and rate yourself on the two sample statements. If you have no questions, continue on to the rest of the statements. If you have any questions, feel free to ask for assistance at any time.

A. Knowledge
  1. no
  2. little
  3. average
  4. above average
  5. exceptional

B. Demonstration
  1. never
  2. studied/discussed U course
  3. tried/done U course
  4. individual/small group
  5. class/large grou

C. Confidence
  1. not
  2. somewhat
  3. average
  4. above average
  5. very confident

SAMPLE:

A B C
☐ ☐ ☐ Conduct an inquiry activity with pupils.
☐ ☐ ☐ Teach pupils to make an outline.

INSTRUCTION

☐ ☐ ☐ 1. Plan and teach units using information gained from previous teaching activities.
☐ ☐ ☐ 2. Develop long-range plans for the class, which take individual needs into account.
☐ ☐ ☐ 3. Organize daily activities into a developmental sequence of pupil experience.
☐ ☐ ☐ 4. Utilize research in education in planning instruction.
☐ ☐ ☐ 5. Participate in school-wide or district-wide curriculum planning sessions.
☐ ☐ ☐ 6. Plan and implement activities based on the learning styles of individual students.
☐ ☐ ☐ 7. Maintain expectations such that most pupils are able to meet them.
☐ ☐ ☐ 8. Relate subject matter content to teaching goals/objectives.
☐ ☐ ☐ 9. Select and use content appropriate for the level of the class.
☐ ☐ ☐ 10. Develop behavioral objectives.
☐ ☐ ☐ 11. Develop instructional objectives in cooperation with the students.
☐ ☐ ☐ 12. Identify desired student behaviors.
☐ ☐ ☐ 13. Take into account cultural differences when determining affective objectives.
☐ ☐ ☐ 14. Incorporate local community goals.

A B C

☐ ☐ ☐ 15. Incorporate "Common Goals of Michigan."

☐ ☐ ☐ 16. Incorporate Michigan Minimal Performance Objectives.

☐ ☐ ☐ 17. Differentiate objectives for individual students.

EVALUATION

☐ ☐ ☐ 18. Assess students' relevant knowledge, feelings, and attitudes prior to instruction.

☐ ☐ ☐ 19. Diagnose possible student learning difficulties.

☐ ☐ ☐ 20. Recognize varying attention spans of students.

☐ ☐ ☐ 21. Discriminate the learning styles of individual students.

☐ ☐ ☐ 22. Use test results to improve instruction.

☐ ☐ ☐ 23. Interpret the results of standardized tests.

☐ ☐ ☐ 24. Select appropriate standardized tests for use in specific classroom situations.

☐ ☐ ☐ 25. Use a variety of evaluative techniques to assess various aspects of student learning.

☐ ☐ ☐ 26. Use informal procedures for observing pupils.

☐ ☐ ☐ 27. Include a variety of test items in evaluation instruments.

☐ ☐ ☐ 28. Use standardized tests to determine student attitudes to subject field.

☐ ☐ ☐ 29. Utilize student self-evaluation techniques.

MATERIALS AND EQUIPMENT

☐ ☐ ☐ 30. Use resource materials consistent with the subject matter being taught.

A. Knowledge
  1. no
  2. little
  3. average
  4. above average
  5. exceptional

B. Demonstration
  1. never
  2. studied/discussed U course
  3. tried/done U course
  4. individual/small group
  5. class/large group

C. Confidence
  1. not
  2. somewhat
  3. average
  4. above average
  5. very confident

A B C

☐ ☐ ☐ 31. Select and identify student resource materials in the library and resource center.

☐ ☐ ☐ 32. Evaluate/select/modify textbooks, workbooks, and worksheets.

☐ ☐ ☐ 33. Evaluate/select/modify commercial individualized programs or projects.

☐ ☐ ☐ 34. Select and evaluate visual aids: films, filmstrips, filmloops.

☐ ☐ ☐ 35. Select and evaluate audio aids: tapes and records.

☐ ☐ ☐ 36. Select and evaluate manipulative materials: games and puzzles.

☐ ☐ ☐ 37. Operate audio-visual equipment: projectors/recorders.

☐ ☐ ☐ 38. Produce graphics: overhead transparencies/dry mounts/laminated pictures.

☐ ☐ ☐ 39. Operate duplicating and copying equipment.

ACTIVITIES AND CONTENT

☐ ☐ ☐ 40. Present material consistent with the subject being taught.

☐ ☐ ☐ 41. Select instructional materials and activities according to student developmental levels.

☐ ☐ ☐ 42. Select and justify the selection of manipulative activities to specific concepts.

☐ ☐ ☐ 43. Select materials appropriate to the students' reading level.

☐ ☐ ☐ 44. Develop and conduct activities which take into account cultural similarities and differences among students.

A	B	C		
☐	☐	☐	45.	Plan and conduct field trips.
☐	☐	☐	46.	Select and make arrangements for outside resource people to participate in classroom activities.
☐	☐	☐	47.	Use student activities which relate to instructional objectives.

METHODS AND STRATEGIES

A	B	C		
☐	☐	☐	48.	Demonstrate a mastery of content in subject field.
☐	☐	☐	49.	Utilize content, concepts and teaching techniques from related disciplines.
☐	☐	☐	50.	Demonstrate a proficiency in leading large group discussions and recitations.
☐	☐	☐	51.	Demonstrate a proficiency in leading drill and practice.
☐	☐	☐	52.	Demonstrate a proficiency in directing small group instruction.
☐	☐	☐	53.	Demonstrate a proficiency in leading discovery and/or inquiry activities.
☐	☐	☐	54.	Utilize classroom learning centers for individualized study.
☐	☐	☐	55.	Demonstrate a variety of questioning techniques.
☐	☐	☐	56.	Maintain a balance between cognitive, affective, and motor skill learning.
☐	☐	☐	57.	Motivate students to develop independent, analytic, and creative thought processes.
☐	☐	☐	58.	Encourage selected students to increase their verbal and written participation in class activities.
☐	☐	☐	59.	Provide selected students with success opportunities.

A. Knowledge
  1. no
  2. little
  3. average
  4. above average
  5. exceptional

B. Demonstration
  1. never
  2. studied/discussed U course
  3. tried/done U course
  4. individual/small group
  5. class/large grou

C. Confidence
  1. not
  2. somewhat
  3. average
  4. above average
  5. very confident

A B C

☐ ☐ ☐ 60. Reinforce goal-related behavior.

☐ ☐ ☐ 61. Conduct class or small group problem solving sessions: values clarification, class meetings.

☐ ☐ ☐ 62. Change teaching strategies spontaneously when necessary or desirable.

☐ ☐ ☐ 63. Conduct individualized instructional activities.

☐ ☐ ☐ 64. Provide pupils with experiences which develop thinking skills.

SCHOOL AND CLASSROOM ENVIRONMENT

☐ ☐ ☐ 65. Maintain a classroom atmosphere in which pupils feel comfortable.

☐ ☐ ☐ 66. Demonstrate consistent and objective standards of student conduct and classroom management.

☐ ☐ ☐ 67. Perform required classroom administrative duties.

☐ ☐ ☐ 68. Exhibit a sense of humor when appropriate to relieve individual and classroom tension.

☐ ☐ ☐ 69. Be able to cope with unexpected interruptions.

☐ ☐ ☐ 70. Create an organized and interesting learning environment.

☐ ☐ ☐ 71. Formulate and uphold acceptable student standards of behavior.

☐ ☐ ☐ 72. Maintain flexible classroom routines.

☐ ☐ ☐ 73. Determine and evaluate classroom routines, rules, policies, and standards cooperatively with students.

☐ ☐ ☐ 74. Develop effective means of anticipating and responding to classroom problems.

A	B	C	
☐	☐	☐	75. Know and follow existing rules, policies and procedures of the school.
☐	☐	☐	76. Respect the legal rights of students, families, and the school district.
☐	☐	☐	77. Take precautions necessary to safeguard the health and safety of students.
☐	☐	☐	78. Know and follow established procedures for reporting accidents and problems concerning students.

GUIDANCE AND SERVICES

A	B	C	
☐	☐	☐	79. Utilize the influence of the affective on student learning.
☐	☐	☐	80. Guide pupils in developing positive self-image.
☐	☐	☐	81. Guide pupils in developing relationships with peers.
☐	☐	☐	82. Encourage students to develop a more positive relationship with adults.
☐	☐	☐	83. Work to fulfill the affective social-emotional needs of individual pupils.
☐	☐	☐	84. Identify the affective, social, and emotional needs of selected students.
☐	☐	☐	85. Recognize environmental influence on cognitive and affective learning.
☐	☐	☐	86. Consult with a counselor or social worker to better understand roles and services available to the classroom teacher.
☐	☐	☐	87. Confer with a parent to discuss student progress.
☐	☐	☐	88. Meet with a principal or assistant principal to better understand administrative duties and areas of responsibility.
☐	☐	☐	89. Refer students for diagnostic tests and services.

PLEASE COMPLETE THE FOLLOWING:

AGE: ____Up to 23
____24 - 35
____36 +

____Male
____Female

____Junior
____Senior
____Post Degree

MAJOR FIELD:________________________________

MINOR:________________________________

Student Teaching Assignment:

District:________________________ Building:________________________

____Middle School; ____Junior High; ____Senior High

Teaching Subjects:________________________________

____

____

____Full Day; ____Half Day

Hours credit for Student Teaching:________________

ASSESSMENT INSTRUMENTS
Fall, 1976

PRE-STUDENT TEACHING, ELEMENTARY

THE UNIVERSITY OF MICHIGAN

INSTRUCTIONAL COMPETENCIES

ELEMENTARY PRE-STUDENT TEACHING (D592)

STUDENT ______________________________ I.D.# ____________________________________

The following competencies are among those which we have found to be associated with successful elementary teaching and which we have found relevant to the D592 experience. Data and comments from previous experimental forms have provided the bases for the development of this list.

The purpose of this assessment is to provide feedback to the student in teacher training. It is important for such students to have accurate information about their own strengths and weaknesses. Letter grades are not given for D592. As students become aware of their needs they will be better able to set appropriate goals for themselves and to choose relevant courses. They need your honest and accurate assessment.

In responding to a set of competencies it is essential that each evaluator indicate the degree of competence which has actually been demonstrated by the pre-student teacher in working with elementary school students. Responses should not be based on how the evaluator thinks the student would perform or how the student says he/she performed. Respond to each competency in terms of what you have observed using the following scale:

3 - The student is competent; doing well for a student teacher

2 -

1 - The student has not demonstrated this competency this term in my classroom; opportunity has existed.

Even though most teachers will think these competencies are important, individual teachers and classroom situations will vary. Therefore, instead of choosing a response from 3 to 1 you may wish to indicate the following for any competency:

A - No opportunity for demonstration of this competency exists in my situation.

B - This competency is not appropriate (important enought) for evaluation during pre-student teaching.

Place the number or letter you feel is most appropriate in the box provided. Additional comments about particular items are welcomed.

We would anticipate that most pre-student teachers will have some combination of 3's, 2's, and 1's. The student who receives all 3's would assume that he/she needs further work on none of the competencies listed on this form.

☐ 1. Plan lessons
☐ 2. Plan units
☐ 3. Set/select goals/objectives appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned)
☐ 4. Identify each pupil's instructional needs

3 - Competent
2 -
1 - Not demonstrated
A - No opportunity
B - Not appropriate

☐ 5. Identify each pupil's strengths/abilities
☐ 6. Observe and interpret pupil behavior
☐ 7. Utilize teacher self-evaluation techniques
☐ 8. Utilize reproduction processes: duplication, copying, ...
☐ 9. Select, organize and present content appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned)
☐ 10. Select and conduct activities appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned)

(CHECK THOSE ACTIVITIES DEMONSTRATED)

___ Plan, conduct field trip(s)
___ Invite resource people to the classroom
___ Provide multicultural experiences
___ Conduct values clarification activities
___ Conduct class meetings

☐ 11. Maintain a classroom atmosphere in which pupils feel comfortable
☐ 12. Develop and maintain an effective rapport with pupils
☐ 13. Stimulate interest and enthusiasm
☐ 14. Follow classroom and/or school rules and standards
☐ 15. Effectively anticipates and responds to classroom management problems
☐ 16. Take precautions necessary to safeguard the health, safety, and legal rights of pupils
☐ 17. Reinforce goal-related behavior
☐ 18. Work to fulfill the affective, social-emotional needs of individual pupils

COMMENTS:

YOUR NAME ______________________________ DATE ________________

CHECK WHICH OF THE FOLLOWING YOU ARE: ☐ SUPERVISING TEACHER ☐ STUDENT

GRADE LEVEL ____________________ BUILDING ________________

ID MO YR EVAL (office use)

5 ☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐ 1 0 ☐ 2

ASSESSMENT INSTRUMENTS
Fall, 1976

PERSONAL AND PROFESSIONAL CHARACTERISTICS, ELEMENTARY/SECONDARY

THE UNIVERSITY OF MICHIGAN

PERSONAL AND PROFESSIONAL CHARACTERISTICS

STUDENT'S NAME & I.D. # ______________________________

Check "CLEARLY EVIDENT" or NEEDS ATTENTION" for each characteristic. Leaving both columns blank, indicates "NOT CLEARLY EVIDENT".

You may choose to check "SEE COMMENT" for any of the characteristics.

THE STUDENT DEMONSTRATES:	CLEARLY EVIDENT	NEEDS ATTENTION	SEE COMMENT
1. Concern for students	☐	☐	☐
2. Acceptance and sensitivity to other people and ideas	☐	☐	☐
3. Willingness to try new ideas	☐	☐	☐
4. Self confidence	☐	☐	☐
5. Acceptance of student humor and humorous classroom events	☐	☐	☐
6. Emotional stability	☐	☐	☐
7. Realistic attitude toward the classroom/school situation	☐	☐	☐
8. He/she can cope with unexpected/changing situations	☐	☐	☐

COMMENTS:

THE STUDENT:	CLEARLY EVIDENT	NEEDS ATTENTION	SEE COMMENT
1. Demonstrates positive attitude toward teaching	☐	☐	☐
2. Identifies teacher role; differentiates from "pal" or parent role	☐	☐	☐
3. Modifies behavior and instructional practices as a result of feedback	☐	☐	☐
4. Seeks and accepts feedback	☐	☐	☐
5. Demonstrates mutual respect for self and others	☐	☐	☐
6. Respects various cultural values, traditions, speech/language	☐	☐	☐

COMMENTS:

CHECK ONLY THOSE EXHIBITED

1. Effective communication - oral and written

   - ☐ Correct written expression
   - ☐ Well modulated voice
   - ☐ Language appropriate to situation
   - ☐ Tactful
   - ☐ Clear

2. Professionalism in performance/behavior

   - ☐ Dependable
   - ☐ Willing to work
   - ☐ Consistent
   - ☐ Enthusiastic
   - ☐ Efficient
   - ☐ Responsible
   - ☐ Demonstrates fairness
   - ☐ Flexible

3. Regular attendance

   - ☐ Prompt
   - ☐ Makes up missed time
   - ☐ Calls when absent
   - ☐ Puts in extra time

4. Appropriate appearance

   - ☐ Adapts attire to situation
   - ☐ Personal grooming

COMMENTS:

YOUR NAME ____________________ DATE __________

CHECK WHICH ONE OF THE FOLLOWING YOU ARE:

___ SUPERVISING TEACHER

___ STUDENT

___ UNIVERSITY SUPERVISOR

2 ID ☐☐☐☐☐☐☐☐☐☐ MO ☐☐ YR ☐☐

PROG ☐☐ EVAL ☐ CLASS ☐ (office use)

ASSESSMENT INSTRUMENTS
Fall, 1976

DIRECTED TEACHING, ELEMENTARY

THE UNIVERSITY OF MICHIGAN

INSTRUCTIONAL COMPETENCIES

ELEMENTARY DIRECTED TEACHING (D305)

STUDENT TEACHER ______________________________ I.D.# __________________________________

The following competencies are among those which we have found to be associated with successful elementary teaching. Data and comments from previous experimental forms have provided the bases for the development of this list.

In responding to a set of competencies it is essential that each evaluator indicate the degree of competence which has actually been demonstrated by the student teacher in working with elementary school students. Responses should not be based on how the evaluator thinks the student would perform or how the student says he/she has performed. Respond to each competency in terms of what you have observed using the following scale:

5 - The student is outstanding; doing as well as an excellent, experienced teacher.

4 -

3 - The student is competent; doing well for a student teacher.

2 -

1 - The student has not demonstrated this competency this term in my classroom; opportunity has existed.

Even though most teachers will think these competencies are important, individual teachers and classroom situations will vary. Therefore, instead of choosing a response from 5 to 1 you may wish to indicate the following for any competency:

A - No opportunity for demonstration of this competency exists in my situation.

B - This competency is not appropriate (important enough) for evaluation during student teaching.

Place the number or letter you feel is most appropriate in the box provided. Additional comments about particular items are welcomed.

NOTE: A checklist follows competencies 15 and 24. Please indicate those which the student has demonstrated, in addition to the numeral or letter response for that competency.

5 - Outstanding
4 -
3 - Competent
2 -
1 - Not demonstrated

A - No opportunity
B - Not appropriate

INSTRUCTION

☐ 1. Plan lessons

☐ 2. Plan units

☐ 3. Establish behavioral objectives

☐ 4. Set/select content goals

☐ 5. Set/select goals/objectives appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned)

☐ 6. Identify each pupil's instructional needs

☐ 7. Identify each pupil's strengths/abilities

☐ 8. Write and give test/quiz/survey

☐ 9. Observe and interpret pupil behavior

☐ 10. Utilize teacher self-evaluation techniques

☐ 11. Select/adapt/utilize textbooks, workbooks, worksheets, ...

☐ 12. Select/adapt/utilize films, filmstrips, film loops, tapes, recordings, ...

☐ 13. Select/adapt/utilize manipulative materials (aids), games, puzzles, ...

☐ 14. Select, organize and present content appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned)

☐ 15. Select and conduct activities appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned)

(CHECK THOSE ACTIVITIES DEMONSTRATED)

___ Plan, conduct field trip(s)

___ Invite resource people to the classroom

___ Provide multicultural experiences

___ Conduct values clarification activities

___ Conduct class meetings

☐ 16. Teach reading

☐ 17. Teach language arts

☐ 18. Teach mathematics

☐ 19. Teach science

5 - Outstanding
4 -
3 - Competent
2 -
1 - Not demonstrated

A - No opportunity
B - Not appropriate

☐ 20. Teach social studies

☐ 21. Teach art

☐ 22. Teach music

☐ 23. Teach physical education

☐ 24. Select and utilize methods/strategies (related to pupil developmental levels, concepts/skills/attitudes to be learned)

(CHECK THOSE METHODS/STRATEGIES DEMONSTRATED)

___ Discussion

___ Drill and practice

___ Small group instruction and/or activities

___ Discovery/inquiry

___ Classroom learning centers

___ Individualized instruction

☐ 25. Provide pupils with experiences which develop thinking skills

☐ 26. Motivate pupils in daily lessons, units, activities, ...

☐ 27. Change strategies spontaneously when necessary/desirable

☐ 28. Group pupils as pupil performance dictates: individual, small or large groups

SCHOOL AND CLASSROOM MANAGEMENT AND ENVIRONMENT

☐ 29. Make transitions smoothly (between activities, lessons, physical movements, periods of time)

☐ 30. Maintain a classroom atmosphere in which pupils feel comfortable

☐ 31. Develop and maintain an effective rapport with pupils

☐ 32. Stimulate interest and enthusiasm

☐ 33. Maintain expectations such that most children are able to meet them

☐ 34. Maintain creative, clean, comfortable, attractive surroundings

☐ 35. Follow classroom and/or school rules and standards

☐ 36. Effectively anticipate and respond to classroom management problems

☐ 37. Take precautions necessary to safeguard the health, safety, and legal rights of pupils

☐ 38. Reinforce goal related behavior

5 - Outstanding
4 -
3 - Competent
2 -
1 - Not demonstrated

A - No opportunity
B - Not appropriate

STUDENT GUIDANCE/SERVICES

☐ 39. Guide pupils in developing positive self-image

☐ 40. Guide pupils in developing relationships with peers

☐ 41. Guide pupils in developing relationships with adults

☐ 42. Work to fulfill the affective, social-emotional needs of individual pupils

COMMENTS:

YOUR NAME ______________________

CHECK WHICH OF THE FOLLOWING YOU ARE: ☐ SUPERVISING TEACHER ☐ STUDENT

DATE __________ ☐ 1/2 Day ☐ Full Day

BUILDING ______________________ GRADE LEVEL ______________________

---

3 ID ☐☐☐☐☐☐☐☐☐ MO YR ☐☐☐☐ 1 0 EVAL ☐ CLASS ☐ (office use)

ASSESSMENT INSTRUMENTS
Fall, 1976

DIRECTED TEACHING, SECONDARY

THE UNIVERSITY OF MICHIGAN

INSTRUCTIONAL COMPETENCIES

SECONDARY DIRECTED TEACHING (D301)

STUDENT TEACHER ________________________________

SUPERVISING TEACHER ____________________________

The following competencies are among those which we have found to be associated with successful secondary teaching. Data and comments from previous experimental forms have provided the bases for the development of this list.

In responding to a set of competencies it is essential that each evaluator indicate the degree of competence which has actually been demonstrated by the student teacher in working with secondary school students. Responses should not be based on how the evaluator thinks the student would perform or how the student says he/she has performed. Respond to each competency in terms of what you have observed using the following scale:

5 - The student is outstanding; doing as well as an excellent, experienced teacher.

4 -

3 - The student is competent; doing well for a student teacher.

2 -

1 - The student has not demonstrated this competency this term in my classroom; opportunity has existed.

Even though most teachers will think these competencies are important, individual teachers and classroom situations will vary. Therefore, instead of choosing a response from 5 to 1 you may wish to indicate the following for any competency:

A - No opportunity for demonstration of this competency exists in my situation.

B - This competency is not appropriate (important enough) for evaluation during student teaching.

Place the number or letter you feel is most appropriate in the box provided. Additional comments about particular items are welcomed.

5 - Outstanding
4 -
3 - Competent
2 -
1 - Not demonstrated

A - No opportunity
B - Not appropriate

☐ 1. Plan and teach units using information gained from previous teaching activities.

☐ 2. Organize daily activities into a developmental sequence of pupil experience.

☐ 3. Plan and implement activities based on the learning styles of individual students.

☐ 4. Maintain expectations such that most pupils are able to meet them.

☐ 5. Relate subject matter content to teaching goals/objectives.

☐ 6. Select and use content appropriate for the level of the class.

☐ 7. Use a variety of evaluative techniques to assess various aspects of student learning.

☐ 8. Use resource materials consistent with the subject matter being taught.

☐ 9. Select instructional materials and activities according to student reading and developmental levels.

☐ 10. Use student activities which relate to instructional objectives.

☐ 11. Demonstrate a mastery of content in subject field.

☐ 12. Utilize content, concepts, and teaching techniques from related disciplines.

☐ 13. Demonstrate a proficiency in leading large group discussion.

☐ 14. Demonstrate a proficiency in leading small group instruction.

☐ 15. Demonstrate a proficiency in leading discovery and/or inquiry activities.

☐ 16. Demonstrate a variety of questioning techniques.

Please indicate your porfessional judgement of your student teacher's competence on the following rating scale.

10	9	8	7	6	5	4	3	2	1
Superior			Above Average			Average			Poor

COMMENTS:

DATE____________________

UNIVERISTY SUPERVISOR________________

BUILDING___________________________

SUBJECT(S) TAUGHT_____________________

5 - Outstanding
4 -
3 - Competent
2 -
1 - Not demonstrated

A - No opportunity
B - Not appropriate

☐ 17. Reinforce goal-related behavior.

☐ 18. Change teaching strategies spontaneously when necessary or desirable.

☐ 19. Provide pupils with experiences which develop thinking skills.

☐ 20. Demonstrate consistent and objective standards of student conduct and classroom management.

☐ 21. Maintain a classroom atmosphere in which pupils feel comfortable.

☐ 22. Perform required classroom administrative duties.

☐ 23. Create an organized and interesting learning environment.

☐ 24. Formulate and uphold acceptable standards of student behavior.

☐ 25. Maintain flexible classroom routines.

☐ 26. Develop effective means of anticipating and responding to classroom problems.

☐ 27. Guide pupils in developing positive self-image.

☐ 28. Guide pupils in developing relationships with peers.

☐ 29. Work to fulfill the affective, social-emotional needs of individual pupils.

ASSESSMENT INSTRUMENTS
Fall, 1976

PUPIL/STUDENTS ASSESSMENT

The following pupil/student evaluation instruments were obtained from the Ann Arbor Public Schools and from studies being undertaken by two University of Michigan doctoral students: Ms. Patricia Augenstein and Mr. John Soroka.

Ann Arbor Public Schools pp. 251
Augenstein pp. 259
Soroka pp. 265

This form was jointly developed by representatives of the Student Advocate School Board, Ann Arbor Education Association and the Board of Education.

From ______________________ to my students in ______________________
Teacher / Course / Period / Date

I am interested in learning what you think about my work as your teacher in this course. Please give me your honest opinion. Do not sign your name.

	almost always	most of the time	some of the time	almost never
Example: Teacher offers extra help	Please	check	one	box

	almost always	most of the time	some of the time	almost never
1. Teacher seems to know subject matter.				
2. Teacher makes subject matter interesting.				
3. Teacher explains things clearly.				
4. Teacher gives relevant and interesting assignments.				
5. Teacher is fair in grading.				
6. Teacher is prepared.				
7. Teacher is willing to admit mistakes.				
8. Teacher makes allowances for students' personal problems.				
9. Teacher is considerate of differing opinions.				
10. Teacher is willing to give extra help.				
11. The teacher's speech and vocabulary are clear.				
12. The teacher makes grades available so that you can check your progress.				
13. Teacher is patient.				
14. Teacher controls noise level of class.				
15. Teacher provides relaxed atmosphere in class.				
16. Teacher is enthusiastic.				
17. Teacher shows a sense of humor.				
18. Is the teacher sensitive to minority group feelings and values? Comment.				

Does the teacher show any prejudice, for example, racial, sexual, ethnic? Comment.

What do you like about the teacher?

What don't you like about the teacher?

	almost always	most of the time	some of the time	almost never
Did you understand what was expected of you? What didn't you understand?				

	almost always	most of the time	some of the time	almost never
Did the teacher's expectations seem reasonable? Why or why not?				

Which class session, or unit was most interesting? Why?

Which class session or unit was least interesting? Why?

How could the teacher make the class more interesting?

	almost always	most of the time	some of the time	almost never
Was the teacher fair? What wasn't fair?				

	almost always	most of the time	some of the time	almost never
Were the lessons made clear? What wasn't clear?				

How could tests, quizzes, and other grading methods be improved?

Please comment on any of the following: homework, lectures, class discussions, annoying habits of teacher, books.

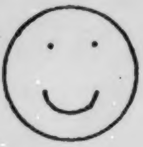
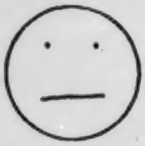
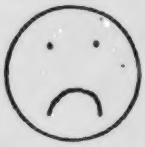
FORM FOR ELEMENTARY STUDENT OPINION OF TEACHER.

	Most of the time	Some of the time	Hardly Ever
1. My teacher is friendly.			
2. My teacher has a good sense of humor.			
3. My teacher is patient with me.			
4. My teacher is willing to admit mistakes.			
5. My teacher gives me help when I need it.			
6. My teacher treats me fairly.			
7. My teacher lets me tell about things in class.			
8. My teacher gives me work that is interesting to do.			
9. My teacher explains work so that I can understand it.			
10. My teacher answers my questions about school work.			
11. My teacher expects me to work as hard as I can.			
12. My teacher gives assignments that are reasonable in length.			
13. My teacher supports students even when their ideas are different from his/hers.			
14. My teacher makes learning fun.			

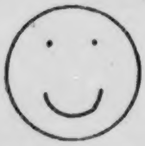
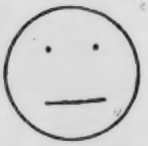
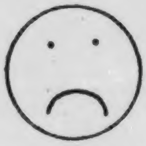
	Most of the time	Some of the time	Hardly Ever
15. My teacher encourages me to make suggestions and give my ideas in class.			
16. My teacher lets our class help plan.			
17. We do interesting things in my class.			
18. I learn a lot from my teacher.			
19. I think my teacher likes me.			
20. I respect my teacher.			
21. I think my teacher is a good teacher.			

FORM FOR ELEMENTARY STUDENT OPINION OF TEACHER.

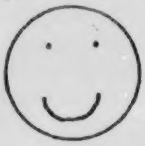
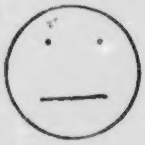
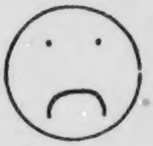
1. My teacher is friendly.

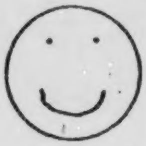
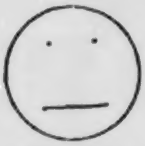
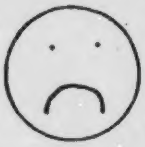
2. My teacher has a good sense of humor.

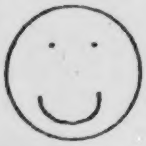
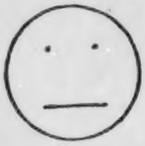
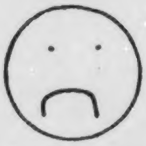
3. My teacher is patient with me.

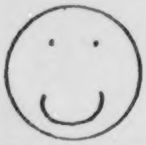
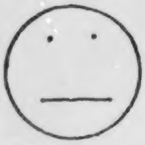
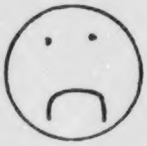
4. My teacher is willing to admit mistakes.

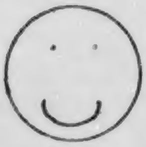
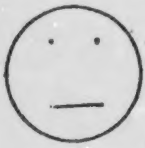
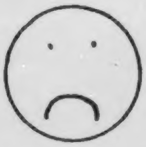
5. My teacher gives me help when I need it.

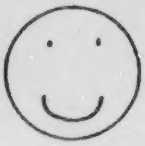
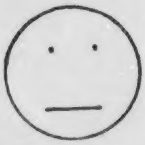
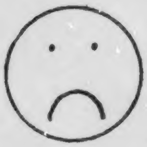
6. My teacher treats me fairly.

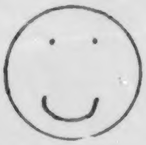
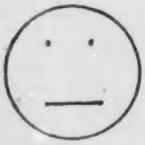
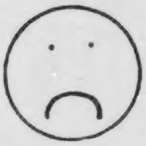
7. My teacher lets me tell about things in class.

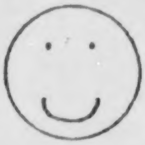
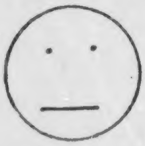
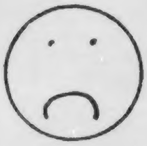
8. The work my teacher gives me to do is interesting.

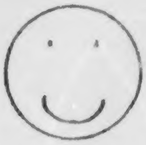
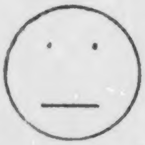
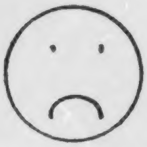
9. My teacher explains work so that I can understand it.

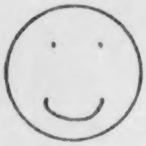
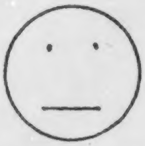
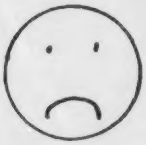
10. My teacher answers my questions about school work.

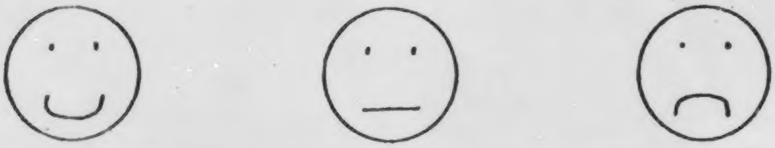
11. My teacher wants me to work as hard as I can.

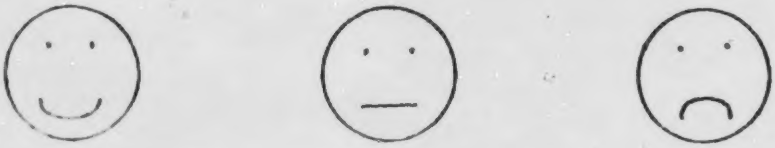
12. My teacher makes learning fun.

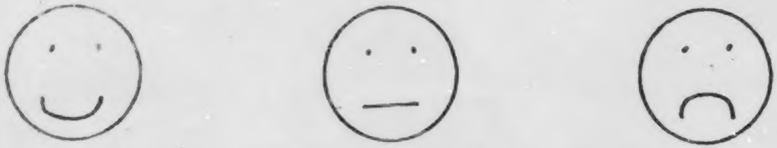
13. My teacher encourages me to make suggestions and give my ideas in class.



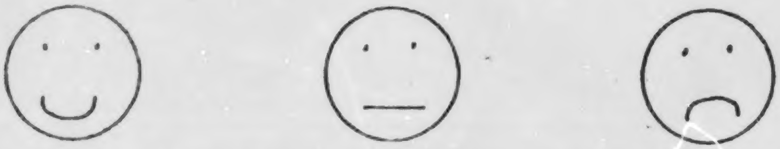
14. My teacher lets our class help plan.



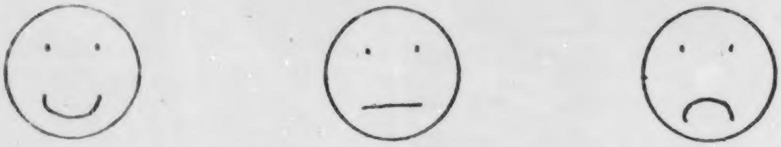
15. We do interesting things in my class.



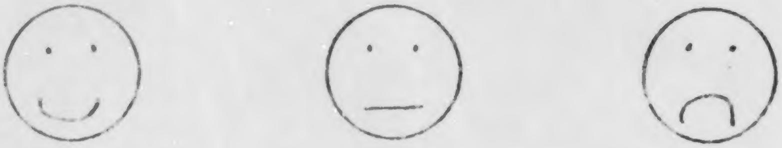
16. I learn a lot from my teacher.



17. I think my teacher likes me.



18. I like my teacher.



INFORMED CONSENT FORM

As a partial fulfillment of my doctorate at The University of Michigan, I am conducting a comparison study of pupil's perceptions of student teacher's affect, the classroom supervising teacher's perception of the student teacher's affect, and the student teacher's self perception of affect.

It is my desire to see if critic teachers perceive student teachers in the same light as the pupils in the classroom with respect to feelings elicited in the areas of affect listed above; also, I would like to see if student teachers see themselves in the same way as the pupils and/or the critic teacher with respect to these areas of affect.

A forty item questionnaire has been developed covering four areas of affect: Altruism and Warmth, Flexibility, Social and Emotional Development, and Positive Attitude Toward Teaching and an estimate of overall teacher's ability. The instrument administered to pupils, critic teacher and student teacher will be identical.

The questions will be asked orally of the pupils by the regular classroom teacher with the pupils responding on a prepared answer sheet. This answer sheet will be coded to identify the classroom for the researcher only; no pupil's names or names of student teachers, supervising teachers or school will be recorded or revealed. The answer sheets will be collected and immediately placed in an envelope. The questionnaire will be administered to student teachers at their final seminar. Supervising teachers will be asked to respond immediately following the student teacher's internship. In each instance, a coded response sheet will be supplied and placed in an envelope. All questionnaires will be kept under lock and key when not in use by the researcher.

At no time will the student teacher see the responses of the supervising teacher nor will the supervising teacher see the student teacher's responses. However, each student teacher may see the responses of the pupils he/she was responsible to upon request because no names of pupils will be visible. Also upon request, a summary of the study will be provided to the student teacher and the supervising teacher.

I understand the methodology and intent of the proposed study and hereby agree to participate.

Signed____/student teacher
/ supervising teacher

Date____

CHARACTERISTICS OF STUDENT TEACHER AFFECT QUESTIONNAIRE

INSTRUCTIONS: for SUPERVISING TEACHERS

Insert the name of the student teacher that has been interning in your classroom Winter Term, 1976, when confronted with a blank in the question. Please read each question carefully, then place an X under the appropriate response, YES - NO - I DON'T KNOW, on the attached response sheet. Please answer question 39 but omit 40.

The purpose of this questionnaire will be served best if you describe your student teacher as accurately as possible with your answers.

CHARACTERISTICS OF STUDENT TEACHER AFFECT
QUESTIONNAIRE

To be read orally to the pupils
by the classroom teacher.

INSTRUCTIONS: regarding PUPIL RESPONSES

Please see that each pupil has a response sheet and a pencil; ask each pupil NOT to put his/her name on the answer sheet.

Please tell the pupils you are going to ask them some questions about ____, the student teacher who has worked in the classroom with them the past four months.

Please tell the pupils that there are no right or wrong answers in the sense of a "test", but to answer how they truly feel about each question.

Most of the questions are to be answered YES - NO - I DON'T KNOW. Question 39 and 40 have special directions.

Ask the pupils to check BOY or Girl and to list Grade level at the conclusion of the test.

Please collect the response sheets and place in the supplied envelope and seal.

Thank you for your cooperation.

1. Do you think ____ is nice?
2. Do you believe ____ likes everyone in the classroom?
3. Do you think ____ knows what's going on in the world?
4. If someone in your class hurts himself do you think ____ feels sorry?
5. Do you think ____ plans good school work for you?
6. Can you count on ____ to help you when you're in school?
7. Do you think ____ knows what (he, she) wants you to do when you're at school?
8. Is ____ fun to be around?
9. Do you think ____ likes to teach?
10. Do you think ____ knows how you feel when you've been having a bad day?
11. Does ____ try to share (his,her) time with everyone in the class?
12. When something goes wrong in your classroom, does ____ get angry?
13. Do you think ____ works hard as a teacher?
14. Do you think ____ is kind?
15. Does ____ talk with you or the class about movies, TV shows or records that you like?
16. If you or someone in your room became ill or perhaps hurt yourself in some way, do you think ____ would take care of you without being upset?
17. If ____ is busy with some work and you ask a question, does (he,she) help you as soon as (he,she) is able?
18. When ____ makes a mistake, does (he,she) laugh?
19. Do you come to school with the feeling that ____ will be there to help you with your school work?
20. When things don't work out the way ____ planned, does (he,she) get upset?
21. Does ____ kid or joke with you or the class?
22. When ____ helps people in the room with their work, does (he,she) try to help everyone?
23. Do you think ____ enjoys doing things in a new way at school?
24. Do you like to share your thoughts with ____?
25. Even when ____ gets tired, do you think (he,she) goes right on working hard?

26. Do you think ____ likes children?

27. If there's an accident in the room and something was broken, do you think ____ would just see that it was cleared up and then go right on with the lesson?

28. Do you think ____ is somewhat like Peppermint Patty....sure of what (he,she) is doing?

29. Do you think ____ is a dull teacher?

30. Do you think ____ thinks about what goes on in your classroom and tries to work out the problems?

31. Does ____ talk to the class in a nice, pleasant voice?

32. Do you think ____ likes to try new ideas in the classroom?

33. Does ____ make school work fun?

34. Does ____ give you the feeling that (he,she) knows life isn't always smooth or perfect?

35. Does ____ seem to listen to what you're saying?

36. Does ____ ever let your class do something special - right then - just because everyone seems to want to?

37. When ____ makes a mistake, does (he,she) admit it or say so?

38. If alot of people in the class were not paying attention or seemed to be bored with what ____ was teaching, do you think (he,she) would stop the lesson and do something different?

39. Compared to other teachers you've had, is ____ worse, about the same, or better?
(Ask the pupils to place an X under the face that best describes their answer; the turned-down mouth means worse, the straight-lined mouth means about the same, the turned-up mouth means better.)

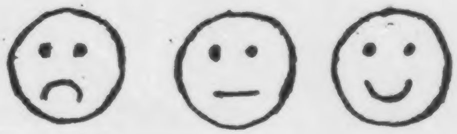
40. How much do you like school?
(Ask the pupils to place an X under the face that best tells how much; the turned-down mouth means not very much, the straight-lined mouth means it's all right, the turned-up mouth means a lot.)

ANSWER SHEET - CHARACTERISTICS OF STUDENT TEACHER AFFECT QUESTIONNAIRE

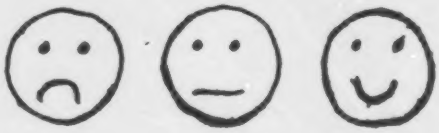
Please place an X under the appropriate heading.

	Yes	No	I Don't Know
1.			
22.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

	Yes	No	I Don't Know
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29,			
30.			
31.			
32.			
33.			
34.			
35.			
36.			
37.			
38.			



39. ______ ______ ______



40. ______ ______ ______

BOY______ GIRL______

GRADE______

STUDENT TEACHER EVALUATION

____________________________ Student Teacher

____________________ Course

April, 1976

I am interested in learning what you think of my work as your teacher this semester. Please give me your honest opinion. It will be helpful to me as I prepare for the future.

Please circle the number which best indicates how I accomplished the following.

5 Excellent 4 Above Average 3 Average 2 Fair 1 Poor

1.	Students understood what was taking place in the classroom, why, and to what goal.	5	4	3	2	1
2.	The activities in the classroom were varied so that the students did not become bored.	5	4	3	2	1
3.	Enthusiasm and interest was shown for teaching.	5	4	3	2	1
4.	Classroom activities were related to teacher presentations on the same topics.	5	4	3	2	1
5.	At the end of activities or units, students were helped to analyze and understand the outcomes.	5	4	3	2	1
6.	Individuals or small groups were allowed to investigate problems or questions which arose from class discussions.	5	4	3	2	1
7.	Students were helped to make effective use of their textbooks and other instructional materials.	5	4	3	2	1
8.	Students were encouraged to set their own goals for the class and to evaluate their own work.	5	4	3	2	1
9.	Tests and quizzes had a variety of methods and questions.	5	4	3	2	1
10.	Alternative ways were provided for students to earn credit and to improve grades.	5	4	3	2	1
11.	Students were encouraged and complemented for work well done.	5	4	3	2	1
12.	Student work was criticized so that the student did not feel "put down."	5	4	3	2	1
13.	During class discussions, students were encouraged to ask questions and to make comments.	5	4	3	2	1

5 Excellent 4 Above Average 3 Average 2 Fair 1 Poor

14.	There was a mutual respect between the teacher and students shown by commending, accepting and helping each other.	5	4	3	2	1
15.	Problems, handicaps and special needs were identified and accepted with understanding and consideration.	5	4	3	2	1
16.	Students had a clear understanding about safe and acceptable behavior in the classroom, school and on field trips.	5	4	3	2	1
17.	Extra time was available to students during, before or after school.	5	4	3	2	1
18.	A reasonable level of control and noise was maintained in the classroom.	5	4	3	2	1
19.	The classroom was maintained in a relaxed and consistent manner.	5	4	3	2	1
20.	A concern was shown to minority group feelings and values.	5	4	3	2	1

Please indicate your judgement of my overall teaching ability.

10	9	8	7	6	5	4	3	2	1
Excellent			Above Average			Average			Poor

Comment on other areas or personal habits which you feel are important.

ASSESSMENT INSTRUMENTS
Fall, 1976

DATA SHEET, ELEMENTARY

STUDENT INFORMATION SHEET

NAME ______________________________ DATE __________

STUDENT I.D.# ______________________________ SEX: ☐ FEMALE ☐ MALE

STUDENT STATUS: Junior ☐ 1st ☐ 2nd Senior ☐ 1st ☐ 2nd Post Degree ☐

TERM: 1st 2nd 1st 2nd

How many hours have you completed at U-M Ann Arbor? (approximate if you are not sure; do not include this term) ______________

Are you currently enrolled in: ☐ D592 ☐ D305, 1/2 day

☐ D305, full day ☐ None of these

PROGRAM - FIELD-BASED METHODS BLOCK Check the one to which you were admitted.

(Special education students -- check box #1, also check one of the other boxes if you were in an elementary D592 assignment)

☐ 01 Special Education
☐ 22 Baker/Williams - Inkster
☐ 23 Roderick/Augenstein - Ann Arbor
☐ 24 Dypka - Ann Arbor
☐ 25 Russell - Ann Arbor
☐ 32 Hungerman - Van Buren
☐ 33 Mills - Ann Arbor
☐ 41 Schwertfeger/Blumenfeld - Early Child.
☐ 51 Urban - Detroit
☐ 61 Morse/West - Ann Arbor
☐ 71 Steer - Middle School
☐ 81 Merhab - Bilingual
☐ 91 Cooper - Physical Education

At what grade level? ____________

LOCATION OF ELEMENTARY STUDENT TEACHING Do not check this unless you are currently student teaching or if you have already completed it.

☐ Ann Arbor
☐ Detroit
☐ Inkster
☐ Saline
☐ Southfield
☐ Van Buren (Belleville)
☐ Willow Run
☐ Ypsilanti

At what grade level? ____________

For every course listed below enter a check in the appropriate column. Courses which are not part of your program or which you do not plan to elect should be checked in the "NOT YET ELECTED" column.

	NOT YET ELECTED	CURRENTLY ENROLLED	COMPLETED PRIOR TO THIS TERM
A301 History of Ed.			
A325 Philosophy of Ed.			
A330 Soc. of Ed.			
C300 Ed. Psych.			
D405 Elem. Methods			
D592 Elem. Practicum			
D305 Elem. Dir. Teaching			
N303 Spec. Ed. Practicum			
N304 Seminar Spec. Ed. Dir. Teach.			
C390 Observ. and Part.			
201 Psych. Outreach			
D468 Reading, Language Arts			
D511 Math			
D485 Science			
D495 Social Studies			
D408 Music			
D327 Art			
D475 Physical Ed.			
D465 Children's Lit.			
D473 Health			

APPENDIX I

RESPONSES BY ITEM, ELEMENTARY STUDENT TEACHING ASSESSMENT
Winter, 1976

APPENDIX I

RESPONSES BY ITEM, ELEMENTARY STUDENT TEACHING ASSESSMENT

Winter, 1976

QUESTION #	NUMBER OF OCCURENCES 1	2	3	4	A	B	C	D	E	(OMIT)
1	0	40	158	85	1	0	2	0	1	0
2	7	47	129	78	8	2	4	1	9	2
3	13	67	123	60	3	3	5	0	9	4
4	6	48	142	72	4	2	3	1	5	4
5	2	55	149	75	1	0	1	0	2	2
6	7	59	131	85	0	0	1	1	1	2
7	7	50	126	100	0	0	1	1	1	1
8	13	43	104	55	27	26	2	3	8	6
9	2	47	118	111	0	1	0	0	6	2
10	1	54	131	100	0	1	0	0	0	0
11	7	77	105	70	8	4	0	3	7	6
12	5	56	123	60	14	11	3	12	2	1
13	23	73	101	61	10	3	2	6	6	2
14	17	77	87	82	15	3	1	1	1	3
15	1	57	127	95	1	2	0	0	0	4
16	2	58	124	101	2	0	0	0	0	0
17	50	18	22	28	125	8	1	13	16	6
18	64	24	43	45	72	11	0	10	16	2
19	4	41	139	91	8	0	0	2	2	0
20	2	59	112	97	8	0	1	1	7	0
21	19	39	105	70	35	2	0	0	13	4
22	22	40	102	71	34	1	2	1	12	2
23	1	60	131	92	2	0	0	0	0	1
24	1	63	122	86	6	2	0	0	3	4
25	1	32	126	128	0	0	0	0	0	0
26	14	76	107	76	8	2	0	0	3	1
27	7	62	107	101	6	2	0	0	1	1
28	1	82	128	73	1	0	1	0	1	0
29	5	96	114	57	5	4	1	1	1	3
30	10	68	126	76	3	1	1	0	0	2
31	4	61	130	84	2	0	1	0	3	2
32	5	77	125	71	2	1	0	2	2	2
33	8	80	103	87	6	1	0	1	0	1
34	0	34	117	135	0	0	0	0	0	1

```
35        |      0    47   131   108     0     0     0     0     0     1
36        |      0    40   134   111     0     0     0     0     1     1
37        |      4    46   113   103     6     4     0     8     1     2
38        |      3    43   121   103     9     1     0     3     4     0
39        |      7    74   127    75     1     0     0     1     2     0
40        |      1    47   127   103     4     0     0     3     0     2
41        |      7    43   127    88    12     0     1     2     3     4
42        |      2    58   121   103     2     0     0     0     0     1
43        |      6    45   122   111     0     0     0     0     3     0
44        |      6    55   126    95     2     0     0     3     0     0
45        |      7    55   115    94     6     1     1     6     0     2
46        |      2    40   116   111     8     2     1     5     0     2
47        |      4    39   120   119     0     0     0     1     1     3
48        |      5    24   100   155     0     0     0     0     0     3
49        |      5    33    97   149     0     0     0     0     1     2
50        |      3    22    78   181     0     0     0     0     0     3
51        |      2    28    95   162     0     0     0     0     0     0
52        |      0    21    78   188     0     0     0     0     0     0
53        |      4    35   131   113     0     0     0     0     2     2
54        |      5    25   110   144     0     0     0     0     0     3
55        |      4    16    84   182     0     0     0     0     0     1
56        |      1    19    85   178     0     0     1     0     0     3
57        |      2    17    85   181     0     0     1     0     0     1
58        |      0    34   104   144     0     0     1     0     2     2
59        |      5    14   103   161     0     0     0     0     3     1
60        |      4    29   111   141     1     0     0     0     0     1
61        |      0    12    86   186     0     0     1     0     1     1
62        |     10    37    72   136    20     2     0     4     5     1
63        |      1    33   119   121     7     0     0     4     2     0
64        |      0    29   118   132     1     0     0     0     2     5
65        |      5    35   134   110     0     0     0     0     2     1
66        |      3    36   128   115     1     0     0     0     0     4
67        |      1    26   106   152     0     0     0     0     1     1
68        |      1    18    91   177     0     0     0     0     0     0
69        |      0    16    68   198     0     0     0     0     5     0
70        |      0    10   104   173     0     0     0     0     0     0
```

APPENDIX J

ITEMS MOST OFTEN NON-ASSESSED BY TEACHERS FOR MINI-MODEL 1:

A comparison of the responses to the U-M CBTE Assessment Instrument by teachers and by students in pre-student teaching and in student teaching, Winter 1976

APPENDIX J

ITEMS MOST OFTEN NON-ASSESSED BY TEACHERS FOR MINI-MODEL 1:

A comparison of the responses to the U-M CBTE Assessment Instrument by teachers and by students in pre-student teaching and in student teaching, Winter 1976

Item No.		Student Teaching	Pre-student Teaching	Total
8.	Utilize test/quiz/survey written by teacher	4	5	9
12.	Evaluate/select/modify textbooks, workbooks, worksheets, ...	2	6	8
13.	Evaluate/select/modify films, filmstrips, filmloops, tapes, recordings, ...	0	4	4
14.	Evaluate/select/modify manipulative materials (aids), games, puzzles, ...	1	3	4
17.	Plan, conduct field trip(s)	7	9	16
18.	Invite resource people to classroom	5	5	10
19.	Teach reading	2	2	4
20.	Teach mathematics	1	4	5
21.	Teach science	1	5	6
22.	Teach social studies	2	6	8
32.	Make transitions smoothly, successfully (activities, lessons, physical movements, periods of time)	2	2	4
37.	Establish creative, clean, comfortable, attractive surroundings	2	3	5
41.	Organize students as objectives indicate: individual, small or large groups	1	4	5

Item No.		Student Teaching	Pre-student Teaching	Total
62.	Respect cultural values, traditions, speech/language of self and others and help pupils to do so by providing a variety of multicultural experiences	4	5	9
63.	Demonstrate tact in dealing with problems of pupils, parents, colleagues	0	4	4

APPENDIX K

SAMPLE OBSERVATION/EVALUATION FORM - MINI-MODEL 3

APPENDIX K

SAMPLE OBSERVATION/EVALUATION FORM - MINI-MODEL 3

STUDENT TEACHER OBSERVED______________________________________

A. I would like feedback on the following:

____

DATE__________ LENGTH OF OBSERVATION__________________

OBSERVER____________________________________

B. Comments on items listed in A above:

C. Other Comments:

APPENDIX L

SAMPLE OF A COMPUTER PROGRAM - MINI-MODEL 4

APPENDIX L

SAMPLE OF A COMPUTER PROGRAM - MINI-MODEL 4

```
YOU ARE AN ELEMENTARY SCHOOL TEACHER. WHILE WALKING DOWN THE HALL
THIS MORNING, YOU OBSERVE AHEAD OF YOU A TEACHER CONFRONTING
A STUDENT ABOUT SOME PROBLEM.  SUDDENLY THE STUDENT THROWS UP
HIS ARMS AND SHOUTS,  "STOP BUGGING ME YOU S.O.B.!"  AND HE
WALKS QUICKLY IN YOUR DIRECTION.

WHAT DO YOU DO?  (SELECT ONE RESPONSE FROM THOSE THAT FOLLOW
AND TYPE THE NUMBER OF THAT RESPONSE.)

1  LET THE STUDENT PASS.  YOU DO NOT WANT TO AGGRAVATE THE
SITUATION.

2  QUIETLY ASK THE THE STUDENT TO STOP AS HE APPROACHES YOU.

3  GRAB THE STUDENT BY THE ARM AS HE PASSES AND HOLD ON TO HIM.

4  STEP IN FRONT OF THE STUDENT SO THAT HE CANNOT PASS AND
TELL HIM TO GO BACK TO THE OTHER TEACHER AND SETTLE THE PROBLEM
LIKE A MAN.

5  STEP IN FRONT OF THE STUDENT SO THAT HE CANNOT PASS AND SAY,
"HEY!  HOLD UP A SECOND.  WHAT'S THE PROBLEM?"

 PLEASE TYPE:  1,2,3,4, OR 5!

 PLEASE TYPE:  1,2,3,4, OR 5!

 PLEASE TYPE:  1,2,3,4, OR 5!



THE STUDENT RUNS RIGHT BY YOU.

WHAT DO YOU DO NOW?

1  LET HIM GO, YOU TRIED TO HELP AND IT DIDN'T WORK.

2  SHOUT AT HIM  "STOP RIGHT NOW!"

3  RUN AFTER HIM AND GRAB HIM!

 PLEASE TYPE:  1,2, OR 3!

 PLEASE TYPE:  1,2, OR 3!

 PLEASE TYPE:  1,2, OR 3!
```

```
          THE OTHER TEACHER COMES UP TO YOU AND SAYS,  "YOU REALLY SHOULD
          HAVE KEPT HIM FOR ME.  THIS DAMN KID NEEDS TO BE TALKED TO NOW
          AND I'M ALREADY LATE FOR CLASS!"

          CLEARLY, THE PROBLEM HAS YET TO BE RESOLVED!


          WOULD YOU LIKE TO RUN THIS SIMULATION AGAIN AND TRY A
          DIFFERENT STRATEGY?

          TYPE  1  FOR YES.

          TYPE  2  FOR A NEW SIMULATION.
    2


          YOU ARE PRESENTLY TEACHING A SEX EDUCATION UNIT IN A HIGH
          SCHOOL OF MODERATE SIZE.  WHILE READING THROUGH THE LOCAL PAPER
          THIS EVENING, YOU NOTICE A LETTER TO THE EDITOR REFERING TO SEX
          EDUCATION.  AS YOU READ THROUGH IT YOU DISCOVER THAT THE FATHER
          OF ONE OF YOUR STUDENTS HAS WRITTEN THE LETTER ABOUT YOUR UNIT,
          AND IT ISN'T GOOD!  HE IS EXTREMELY CRITICAL OF SEX EDUCATION IN
          GENERAL AND MAKES YOUR UNIT SOUND OBSCENE AND INDECENT.  HE
          OBVIOUSLY IS EXAGERATING THE SITUATION TO MAKE HIS POINT.

          HOW DO YOU RESPOND?  (SELECT ONE OF THE FOLLOWING RESPONSES
          AND TYPE THE NUMBER OF THAT RESPONSE.)


          1  IGNORE THE LETTER.  IT IS NOT REASONABLE AND THERE IS NO NEED
          TO DRAW ANY MORE ATTENTION TO IT.

          2  CALL THE FATHER WHO WROTE THE LETTER AND TRY TO EXPLAIN THE
          FACTS OF THE SITUATION.

          3  WRITE YOUR OWN LETTER TO THE EDITOR.  HAVE IT STATE YOUR POSI-
          TION ON SEX EDUCATION AND THE RATIONALE FOR WHAT IS BEING DONE
          IN YOUR CLASS.

          4  DISCUSS WITH YOUR PRINCIPAL WHAT YOU SHOULD DO ABOUT IT.

          5  TYPE UP LETTERS ON SCHOOL STATIONERY EXPLAINING YOUR VIEWS
          ON SEX EDUCATION AND REBUTTING THE "LETTER TO THE EDITOR."
          SEND ONE HOME TO EACH STUDENT'S PARENTS.
    1
```

NUMEROUS PARENTS CALL THE PRINCIPAL TO FIND OUT IF THE "LETTER TO THE EDITOR" HAS ANY VALIDITY. THEY DON'T WANT THEIR CHILDREN EXPOSED TO THE KINDS OF THINGS THEY READ ABOUT IN THE PAPER.

THE PRINCIPAL IS RELATIVELY UNINFORMED ABOUT THE ISSSUE. HE PROMISES THE PARENTS THAT HE WILL CHECK INTO THE MATTER, AND HE ASSURES THEM THAT EVERYTHING WILL BE STRAIGHTENED OUT. AFTER BEING BOTHERED ALL MORNING BY PHONE CALLS ABOUT THE LETTER, HE CALLS YOU INTO HIS OFFICE. HE IS VERY DISAPPOINTED THAT YOU HAVE NOT DISCUSSED THE MATTER WITH HIM EARLIER SO THAT HE COULD HAVE BEEN PREPARED FOR THE PARENTS WHEN THEY CALLED. SOMETHING STILL HAS TO BE DONE. THE TWO OF YOU TALK OVER SOME OF THE POSSIBLE SOLUTIONS AND THEN HE SAYS, "BE SURE TO KEEP ME INFORMED ON WHAT YOU ARE DOING ABOUT IT!"

WHAT DO YOU DO NEXT?

1 CALL THE FATHER WHO WROTE THE LETTER AND EXPLAIN THE SITUATION. THEN ASK HIM TO WRITE A RETRACTION.

2 WRITE YOUR OWN LETTER TO THE EDITOR STATING YOUR SIDE OF THE ISSUE AND WHAT IS REALLY BEING DONE IN YOUR CLASS.

3 WITH THE PRINCIPAL'S HELP, SET UP A MEETING WITH CONCERNED PARENTS TO DISCUSS YOUR SEX EDUCATION UNIT.

4 TYPE UP LETTERS ON SCHOOL STATIONERY EXPLAINING YOUR VIEWS ON SEX EDUCATION AND REBUTTING THE "LETTER TO THE EDITOR." SEND ONE TO EACH FAMILY IN THE DISTRICT.

WHILE PRESENTING THE ESSENCE OF YOUR UNIT TO THE GROUP OF CONCERNED PARENTS YOU NOTE ONE PERSON WHO BECOMES INCREASINGLY ANTAGONISTIC ABOUT THE WHOLE THING. HE CONTINUALLY DRILLS YOU WITH QUESTIONS THAT ARE VERY DISRUPTIVE AND IN SOME CASES "RIDICULOUS".

HOW DO YOU RESPOND TO YOUR ANTAGONIST?

1 REMAIN OBJECTIVE AND PATIENT. TRY TO ANSWER HIS STATEMENTS AND QUESTIONS AS BEST YOU CAN WHILE YOU AVOID GETTING SIDETRACKED.

2 PUT THE PERSON IN HIS PLACE. LET HIM KNOW YOU ARE ANNOYED BY HIS PETTY AND IRRELEVANT QUESTIONS AND THAT YOU WOULD LIKE TO CONTINUE WITHOUT FURTHER COMMENTS FROM HIM.

THE PARENTS SEEM TO BE FAVORABLE TO YOUR UNIT AND SATISFIED WITH YOUR PRESENTATION. THE ANTAGONNIST HAS LESS AND LESS TO SAY AS THE EVENING PROGRESSES.

THE NEXT EVENING THERE ARE TWO MORE "LETTERS TO THE EDITOR" REGARDING YOUR SEX EDUCATION UNIT. HOWEVER, THESE ARE FROM PARENTS WHO ATTENDED YOUR MEETING AND THEY ARE QUITE POSITIVE. THEY STATE THAT THE UNIT IS A VALUABLE PART OF THE EDUCATIONAL PROGRAM, AND THAT THEY ARE IMPRESSED WITH THE SCHOOL'S EFFORTS TO DEVELOP THAT PROGRAM.

```
WOULD YOU LIKE TO RUN THIS SIMULATION AGAIN AND TRY A DIFFERENT
STRATEGY?

TYPE  1  FOR YES WITH RESTATEMENT OF THE ENTIRE INCIDENT AND
         ALL OPTIONS.

TYPE  2  FOR YES WITH NO RESTATEMENT OF THE INCIDENT.

TYPE  3  FOR A NEW SIMULATION.
BYE
PLEASE TYPE:  1,2, OR 3!

PLEASE TYPE:  1,2, OR 3!

PLEASE TYPE:  1,2, OR 3!



YOU TEACH LIFE SCIENCE ON THE INTERMEDIATE LEVEL  AND ARE
IN THE PROCESS OF PRESENTING A NEW UNIT ON SEX EDUCATION.  AS YOU
REVIEW THE UNIT OUTLINE YOU REMEMBER THAT YOU HAVE ORDERED
A COLOR FILM FOR NEXT WEEK WHICH DEPICTS THE PROCESS OF NATURAL
CHILDBIRTH.  YOU FEEL THIS FILM IS A VERY IMPORTANT PART OF THE
UNIT, BUT YOU ARE AWARE THE NATURE OF THE FILM IS SUCH THAT IT
MAY BRING REACTIONS FROM STUDENTS AND PARENTS.
WHAT DO YOU DO TO PREPARE FOR THE FILM?  (SELECT ONE OF THE
FOLLOWING RESPONSES AND TYPE THE NUMBER OF THAT RESPONSE.)

1  WHEN THE FILM COMES, SHOW IT.  YOU CAN JUSTIFY THE FILM TO
ANYONE WHO SHOWS CONCERN AFTER IT IS OVER.  NO NEED TO MAKE A
BIG DEAL OUT OF IT BEFORE IT ARRIVES.

2  BEFORE THE FILM COMES, EXPLAIN THE NATURE OF THE FILM TO THE
STUDENTS.  GIVE THEM THE OPTION OF EXCUSING THEMSELVES FROM
VIEWING THE FILM IF THEY SO DESIRE.

3  GIVE THE STUDENTS PERMISSION SLIPS THEY MUST TAKE HOME AND
HAVE SIGNED BY THEIR PARENTS BEFORE THEY WILL BE ALLOWED TO
VIEW THE FILM.

4  GO TO THE PRINCIPAL AND EXPLAIN THE NATURE OF THE FILM AND ITS
SIGNIFICANCE.

5  INFORM THE HEAD OF YOUR DEPARTMENT ABOUT YOUR PLANS TO SHOW
THE FILM.  ASK HIM FOR HIS ADVICE ON MEANS OF STUDENT AND PARENT
PREPARATION BEFORE SHOWING THE FILM.

PLEASE TYPE:  1,2,3,4, OR 5!

PLEASE TYPE:  1,2,3,4, OR 5!

PLEASE TYPE:  1,2,3,4, OR 5!

PLEASE TYPE:  1,2,3,4, OR 5!
```

THE STUDENTS ARE EXTREMELY INTERESTED IN THE FILM. OCCASIONALLY YOU HEAR GROANS INDICATING THAT SOME OF THEM ARE UNEASY. HOWEVER, AFTER THE FILM IS OVER A VERY INVOLVED DISCUSSION IS GENERATED AND THE STUDENTS LEAVE THE CLASS IN AN EXCITED STATE.

THE NEXT MORNING WHEN YOU ARRIVE AT SCHOOL SEVERAL PARENTS HAVE PHONED AND ARE EXPECTING YOU TO RETURN THE CALLS. WHEN THE FIRST MOTHER ANSWERS SHE SAYS, "TERRI TOLDx(X4

APPENDIX M

TUCKMAN TEACHER FEEDBACK FORM (TTFF)

APPENDIX M

TUCKMAN TEACHER FEEDBACK FORM (TTFF)

Teacher observed______________________ Observer____________ Date_________

Place and X in that one space of the seven between each adjective pair that best indicates your perception of the teacher's behavior. The closer you place your X to one adjective or the other, the better you think that adjective describes the teacher.

1. original ___:___:___:___:___:___:___ conventional
2. patient ___:___:___:___:___:___:___ impatient
3. cold ___:___:___:___:___:___:___ warm
4. hostile ___:___:___:___:___:___:___ amiable
5. creative ___:___:___:___:___:___:___ routinized
6. inhibited ___:___:___:___:___:___:___ uninhibited
7. iconoclastic ___:___:___:___:___:___:___ ritualistic
8. gentle ___:___:___:___:___:___:___ harsh
9. unfair ___:___:___:___:___:___:___ fair
10. capricious ___:___:___:___:___:___:___ purposeful
11. cautious ___:___:___:___:___:___:___ experimenting
12. disorganized ___:___:___:___:___:___:___ organized
13. unfriendly ___:___:___:___:___:___:___ sociable
14. resourceful ___:___:___:___:___:___:___ uncertain
15. reserved ___:___:___:___:___:___:___ outspoken
16. imaginative ___:___:___:___:___:___:___ exacting
17. erratic ___:___:___:___:___:___:___ systematic
18. aggressive ___:___:___:___:___:___:___ passive
19. accepting-people ___:___:___:___:___:___:___ critical
20. quiet ___:___:___:___:___:___:___ bubbly
21. outgoing ___:___:___:___:___:___:___ withdrawn
22. in control ___:___:___:___:___:___:___ on the run
23. flighty ___:___:___:___:___:___:___ conscientious
24. dominant ___:___:___:___:___:___:___ submissive
25. observant ___:___:___:___:___:___:___ preoccupied
26. introverted ___:___:___:___:___:___:___ extroverted
27. assertive ___:___:___:___:___:___:___ soft-spoken
28. timid ___:___:___:___:___:___:___ adventurous

APPENDIX N

ANALYSIS OF TUCKMAN DATA

APPENDIX N

ANALYSIS OF TUCKMAN DATA

ANALYSIS OF VARIANCE OF CREATIVITY N = 63

SOURCE	DF	SUM OF SQRS	MEAN SQR	F-STATISTIC	SIGNIFICANCE
Between	3	156.33	52.111	4.5656	.0061
Within	59	673.41	11.414		
TOTAL	62	829.75	(Random effects statistics)		

ETA = .4341 ETA^2 = .1884 (VAR COMP = 2.5846 %VAR AMONG = 18.46)

	N	MEAN	VARIANCE	STD DEV
1st Ideal	15	26.400	13.257	3.6410
1st Observation	16	22.813	9.4958	3.0815
2nd Observation	16	24.438	9.5958	3.0977
2nd Ideal	16	26.688	13.429	3.6646
GRAND	63	25.063	13.383	3.6583

PAIRWISE POST HOC COMPARISONS

STRATA	DIFF	F-STAT	SIGNIF
1st Ideal Compared to:			
1st Observation	3.5875	8.7298	.0045
2nd Observation	1.9625	2.6124	.1114
2nd Ideal	-.28750	.56066 -1	.8136
1st Observation Compared to:			
2nd Observation	-1.6250	1.8508	.1789
2nd Ideal	-3.8750	10.525	.0019
2nd Observation Compared to:			
2nd Ideal	-2.2500	3.5483	.0645

APPENDIX O

EVALUATION COMMENTS FROM THOSE PARTICIPATING IN PROGRAM EVALUATION - MINI-MODEL 7

APPENDIX O

EVALUATION COMMENTS FROM THOSE PARTICIPATING IN PROGRAM EVALUATION - MINI-MODEL 7

1. What do you feel are your strengths as a potential elementary classroom teacher?

   Understanding; empathy

   Great rapport with the kids; great concern for their well-being and education.

   I feel my strengths are that I love children and have a great desire to give children the best possible education. I feel I have become better equipped in reading. I have had opportunities to evaluate children and problems of theirs and have recognized many correctly.

   I feel that because of a varied field experience I have a fairly realistic view of teaching. I work hard and enjoy children.

   Patience; sympathetic; get along well with children; creative

   Creative; warm, and have the ability to put myself into the child's situation.

   I feel that my full-day student teaching has prepared me to teach in an elementary classroom and I would have no reservations about teaching my own class tomorrow. The program has given me both direct information and facts about where to look up needed materials.

   Sensitivity for kids. Science knowledge--ability to teach to kids. Math--ability to teach to kids.

   Evaluate emotional and affective components of education. Good speaker; love teaching.

   I like kids alot and I think they're nice people in general. I have enthusiasm to teach kids, and I want to get them enthused. I have patience with kids.

   Honest with kids and have a good rapport with them.

   Creative; good rapport with children; experience working with foreign speaking children in the classroom. (Foreign language background)

Background in subjects; experiences; like of children and appreciation of them.

I can empathize with the students, and I enjoy being with them.

Science activities and lessons. I like working with kids on projects. Like to be firm, but informal and easy-going.

I am fair and try to be consistent which is very important. Being sensitive to student problems and needs.

Sensitivity to what students feel and think. Clear and complete instruction of concepts and skills.

Right now I am very excited. I can't wait to have my own classroom. I feel I have come along way. But I don't like the way my supervising teacher handles things. I am told exactly how he wants everything done. Even my projects. First, he tells me to send kids out in the hall so I did discipline was fine, then he started contradicting me in front of the students. I think the supervising teacher at least mine is very insecure about me being there. Perhaps he needs the money or perhaps less work. I spend all night making dittos, correcting tons of papers and my units - lesson plans. They're not even my assignments plus I'm taking a class which I haven't had time to really study.

Capacity to be a warm outgoing enthusiastic person and to be assertive in classroom control. Diagnosis of student skills; setting up language arts and math programs.

Sincerity; concern for each student; concern for motivating each student in various subjects.

2. What do you feel are your areas needing further development?

Having fun with the kids while teaching. Loose tension.

Planning units-materials needed to present complete unit. Patience with kids who refuse to work, do not listen, and/or do not communicate.

I need to better disciplinary skills and speaking clearly for each grade level-adjustment of how to approach through language.

Lesson planning; unit planning; classroom organization.

Self-confidence; organization; assertiveness.

I tend to set up instructions in a confident way and then I ask a question which defeats my confidence.

I need to work on choosing appropriately geared instructional material for various grade levels, and changing from one activity to another within the class.

Classroom management-not firm enough. Setting realistic goals for student achievement.

Units; science.

I need to develop the habit of being really clear myself on short range goals. I need to be really clear on what exactly I'm teaching in an actual lesson.

Discipline-how to control the class through different methods besides raising your voice-more tricks of the trade.

Confidence; making smooth transitions from activity to activity; selecting and planning materials for the children's instructional needs.

Planning; English-grammar; history.

I think it would be helpful if there was a course in classroom management. This is an area I need more "techniques".

I still need more confidence; I'm overwhelmed by the variety of choices a teacher has, as far as materials, methods, etc., and get all anxious about what I should do. I need a little more practice in controlling my kids.

Making information clearer in presentations.

How to use materials more effectively; How to "cope" with the system i.e., Politics, backstabbing, morals and values of yourself and how (if) they apply to your school and students.

I think the best way for me to develop the areas I am weak in will work out when I have my own classroom. One thing its very inhibiting when someone is constantly watching you.

Science (concepts for Appro. levels); transition activities (one topic to next in a unit); how to deal with parents.

Collecting more materials for activities file; would like to improve on handling discipline problems.

3. What were the major strengths of your U-M program?

Personal, contact with instructor

Reading, math methods, if at all.

Experience through pre-student teaching and seminar D405. Being able to share feelings and experiences. Good feedback system

Varied experience; Discussion - peer and student-teacher; advisor's availability.

Lots of practice; lots of exposure.

Freedom to express my feelings both in a positive and negative manner.

Pre-student teaching; ability to choose courses within the program i.e. Art, Science, Music, etc.; ability to choose full or half day student teaching; excellent professors in general: Roderick, Russell, Penix, plus others.

Methods programs cover unit and lesson preparation well (D468, D485, D475, D495, D307, D405).

Reading/Language arts.

My student teaching (not D592) was the best part of my professional training. My Science methods course was very good also because we talked much more in depth about actual activities not just theory.

Friendly and interested teachers; methods classes; a good student teaching placement but I requested a certain type of classroom that I thought would be consistent with my philosophy of teaching.

Methods: Math, Lang. Arts - good source for ideas, strategies, etc., Student-teaching experience.

Subject area is wide spread; pre-student teaching experience.

You are exposed to a lot of materials.

The faculty and advisors have been great for direction and general advising - they've steered me in the right direction and encouraged me.

Very good; helpful; informative.

Friendly; helpful; informative; how to find further information.

I find a lot of things from my method classes come in mind as I'm in a classroom or teaching.

Excellent methods courses; observation - no pressures (could overcome fear of the unknown.

Some good courses - Ed-Psych, math methods.

4. What were the major weaknesses of your U-M program?

Ed-soc, waste of time; not enough advising, no real consistency with who is the adviser.

Theory & application split in methods courses.

Methods courses supposedly geared to upper elementary were not; U-M supervisors not supportive.

Most of my method courses I took at Oakland University. My supervisor from U of M comes and watches me but never evaluates me.

Need to clarify what your expectations are as a student teacher; more discussion and information on what it feels like and how to control classrooms and students.

Little practical experience in using information.

Some classes seemed trivial (in A and C), but I feel you could get out of them as much as you really wanted to.

Being able to put into practice what you learned in theory.

Method classes.

Lack of feedback and experience in the classroom.

Ed Soc. - waste of time more contact with advisor.

Having method courses before I had a chance of applying the methods. I really missed a lot in D511 for instance because I didn't have any classroom experience to apply my methods to.

D592 - more experience of practical things. Set up list of things to do. Bulletin board, unit, learning center, etc.

Not much discussion in dealing with social workers, parents, or school psychologists. Setting goals and objectives consistent with student's abilities.

Lack of consistency.

Pre-student teaching needs to have some definite guidelines or criteria met.

Placement - should have more choice in where and with whom you are place. More guidelines as to what you should, can, and may do.

Need a little more use of audio-visual gamemaking - graphics. More work on units.

Some method classes didn't help me. More emphasis on sharing and also introduce School of Education to new students.

Seminar for student teachers.

Methods program weak, especially psych. and soc.

5. How would you assess the value of today's session? Should we consider such sessions in future terms? For all student teachers?

I thought this was extremely helpful. I'd like to have these get-togethers more often with people in each program.

A good feedback session, I found problems that I've had in student teaching are not unique. Good peer support! Please continue.

Fantastic! For Sure! Definitely!

Fantastic; it should have happened long ago.

This session was great. I would like to have seminars like this more often during the year. I'd rather meet like this 2 hours a week, than 1 hour wasting time.

I feel this session was very valuable. You have a 'group' feeling, that you are not alone in what you're going through. Also it's helpful to get different perspectives.

Yes, and it should be during seminar with other groups. I think today's session was terrific and informative and definitely *not* a waste of time like seminar.

Excellent, very helpful for all involved and concerned. It should be done more often!

Yes, very good; except the 3 square evaluation for 96 questions is too long. I tend to whip through it just to get it done. If it was shorter I might take more time in evaluating it.

This was a valuable session. It was a good bitch session plus it really helps to remember that your advisor does have interest in you. I would recommend this session every term for *all* student teachers.

Great - follow through!

Very valuable! Yes, consider such sessions again soon. Maybe even twice a term. I appreciate chance to hear from other student teachers on common problems.

Terrific. Lots more sessions. For all student teachers (same ones each time)

Good leaving out the questionnaire. Have bitch sessions to release frustration and open up with your other students so we can compare our situations.

I think this session was very valuable because I got to hear others' opinions, feelings, and frustrations. I think one session if not more should be held in the future. Evaluation was boring.

Very valuable . . . You can learn so much about yourself as a teacher and a person as well as others. Yes...Yes, I enjoyed it very much.

I think today's session was extremely valuable. The time was well spent and I feel it would be of value to all student teachers.

Yes. Yes.

Today's session valued highly. 2) Yes. 3) Yes.

APPENDIX P

SAMPLE LETTER TO SUPERVISING TEACHERS - MINI-MODEL 8

APPENDIX P

SAMPLE LETTER TO SUPERVISING TEACHERS - MINI-MODEL 8

TO: Supervising Teachers of U-M D592 students

FROM:

Through a state funded project, U-M faculty and teachers from the Ann Arbor, Inkster and Van Buren school systems have been cooperatively developing a list of competencies which elementary teachers should have in order to be successful.

In that process a distinction was made between instructional competencies (skills) and personal or professional characteristics which are equally necessary (yellow rating form).

From the original listing, assessment forms were designed to include instructional competencies which were most appropriate for assessment at the student teaching level (pink rating sheet D305).

A later development was the form which included competencies so basic that it was thought many of them might be assessed at the pre-student teaching level (green rating sheet D592).

Some competencies were considered advanced enough so that one or more years of in-service teaching experience would be necessary to achieve sufficient competency to justify assessment of them.

We are no longer in that era when a high numerical rating was considered necessary for a high grade or to obtain a teaching job. The numbers on these new rating forms serve as valuable feedback to the student about strengths and weaknesses--guiding them to the areas which should be the focus of their special attention as they set goals for self-improvement. The written recommendation completed at the request of the student, and at the end of the term, continues to be the single most important item in the permanent credentials file and in the application for a teaching position. The new rating forms will only be placed in the School of Education in the student's file for the temporary use of student and advisor.

The green D592 rating form permits very flexible and individualized use. Demonstration of competencies will vary according to individual students, and to the amount of time spent in the D592 placement.

At all times we welcome your comments on the form itself as well as on the performance of your student.

APPENDIX Q

SUPERVISING TEACHER ASSESSMENT TRAINING MINI-MODEL 8

Comparison of Evaluations Completed by Mini-Model
Participants with Non-Participants
Mid-term and Final

SUPERVISING TEACHER ASSESSMENT TRAINING MINI-MODEL 8:
Comparison of Evaluations Completed By Mini-Model Participants with Non-Participants

MIDTERM

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VARIABLE     STRATA <1>          <2>          TEST STATISTIC       DF       SIGNIF

101.           MEAN  3.3103      3.7193       T=-2.1265            84        .0364
V101           VAR   .43596      .84837       F= 1.9460        56, 28        .0288
(TOTAL= 87)    N         29          57       PROB(1ST MEAN<2ND |DATA)=  .9887

102.           MEAN  3.3600      3.8043       T=-1.7883            69        .0781
V102           VAR   .82333      1.0942       F= 1.3290        45, 24        .2294
(TOTAL= 87)    N         25          46       PROB(1ST MEAN<2ND |DATA)=  .9641

103.           MEAN  2.9167      3.6667       T=-3.4653            73        .0008
V103           VAR   .77536      .74667       F= 1.0384        23, 50        .4406
(TOTAL= 87)    N         24          51       PROB(1ST MEAN<2ND |DATA)=  .9993

104.           MEAN  3.1071      3.7170       T=-3.2998            79        .0015
V104           VAR   .39550      .74528       F= 1.8844        52, 27        .0385
(TOTAL= 87)    N         28          53       PROB(1ST MEAN<2ND |DATA)=  .9997

105.           MEAN  3.1429      3.6727       T=-2.4633            81        .0159
V105           VAR   .64550      .96498       F= 1.4949        54, 27        .1288
(TOTAL= 87)    N         28          55       PROB(1ST MEAN<2ND |DATA)=  .9941

106.           MEAN  3.1071      3.8750       T=-4.0580            82        .0001
V106           VAR   .63180      .65682       F= 1.0533        27, 55        .4233
(TOTAL= 87)    N         28          56       PROB(1ST MEAN<2ND |DATA)=  .9999

107.           MEAN  3.4444      3.8421       T=-2.0552            82        .0430
V107           VAR   .56410      .74248       F= 1.3162        56, 26        .2243
(TOTAL= 87)    N         27          57       PROB(1ST MEAN<2ND |DATA)=  .9812

108.           MEAN  3.1500      3.5128       T=-1.3275            57        .1896
V108           VAR   .55526      1.2038       F= 2.1679        38, 19        .0369
(TOTAL= 87)    N         20          39       PROB(1ST MEAN<2ND |DATA)=  .9259

109.           MEAN  3.6207      3.9310       T=-1.5907            85        .1154
V109           VAR   .74384      .73200       F= 1.0162        28, 57        .4657
(TOTAL= 87)    N         29          58       PROB(1ST MEAN<2ND |DATA)=  .9386

110.           MEAN  2.8462      3.6471       T=-3.8114            75        .0003
V110           VAR   .61538      .83294       F= 1.3535        50, 25        .2080
(TOTAL= 87)    N         26          51       PROB(1ST MEAN<2ND |DATA)=  .9999
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Legend:

Strata <1> = Mini-model participants
<2> - Non-participants

Items 101-153 correspond to the 53 items that appear on the Instructional Competencies, Elementary Directed Teaching Forms

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111.          MEAN  3.4167     3.8302     T=-1.8590          75      .0669
V111          VAR   .69841     .87446     F= 1.2703       52, 23     .2696
(TOTAL= 87)   N         24         53     PROB(1ST MEAN<2ND |DATA) = .9694

112.          MEAN  3.1154     3.6600     T=-2.2544          74      .0271
V112          VAR   .82615     1.0861     F= 1.3147       49, 25     .2323
(TOTAL= 87)   N         26         50     PROB(1ST MEAN<2ND |DATA) = .9879

113.          MEAN  3.1071     3.8077     T=-3.0528          78      .0031
V113          VAR   1.1362     .86425     F= 1.3147       27, 51     .1970
(TOTAL= 87)   N         28         52     PROB(1ST MEAN<2ND |DATA) = .9971

114.          MEAN  3.1786     3.7719     T=-2.7578          83      .0072
V114          VAR   .67063     .96491     F= 1.4388       56, 27     .1521
(TOTAL= 87)   N         28         57     PROB(1ST MEAN<2ND |DATA)= .9974
115.          MEAN  3.4167     3.6400     T=-.91635          72      .3625
V115          VAR   .60145     1.1331     F= 1.8839       49, 23     .0505
(TOTAL= 87)   N         24         50     PROB(1ST MEAN<2ND |DATA)= .8408

116.          MEAN  1.1379     1.2157     T=-.84969          78      .3981
V116          VAR   .12315     .17255     F= 1.4011       50, 28     .1699
(TOTAL= 87)   N         29         51     PROB(1ST MEAN< 2ND |DATA) = .8085

117.          MEAN  1.1724     1.1569     T= .17901          78      .8584
V117          VAR   .14778     .13490     F= 1.0955       28, 50     .3806
(TOTAL= 87)   N         29         51     PROB(1ST MEAN> 2ND |DATA) = .5690

118.          MEAN  1.3103     1.2745     T= .33640          78      .7375
V118          VAR   .22167     .20314     F= 1.0913       28, 50     .3850
(TOTAL= 87)   N         29         51     PROB(1ST MEAN>2ND |DATA) = .6281

119.          MEAN  1.3448     1.2941     T= .46513          78      .6431
V119          VAR   .23399     .21176     F= 1.1050       28, 50     .3708
(TOTAL= 87)   N         29         51     PROB(1ST MEAN>2ND |DATA) = .6739

120.          MEAN  1.5517     1.4118     T= 1.2028          78      .2327
V120          VAR   .25616     .24706     F= 1.0368       28, 50     .4446
(TOTAL= 87)   N         29         51     PROB(1ST MEAN>2ND |DATA) = .8789

121.          MEAN  3.0769     3.6735     T=-2.7437          73      .0076
V121          VAR   .63385     .89116     F= 1.4060       48, 25     .1803
(TOTAL= 87)   N         26         49     PROB(1ST MEAN<2ND |DATA) = .9969

122.          MEAN  3.1538     3.6327     T=-2.4654          73      .0160
V122          VAR   .29538     .82058     F= 2.7780       48, 25     .0037
(TOTAL= 87)   N         26         49     PROB(1ST MEAN<2ND |DATA) = .9968

123.          MEAN  3.2083     3.7442     T=-2.4960          65      .0151
V123          VAR   .60688     .76633     F= 1.2627       42, 23     .2785
(TOTAL= 87)   N         24         43     PROB(1ST MEAN<2ND |DATA)= .9928

124.          MEAN  3.4762     3.4667     T= .30073 -1       49      .9761
V124          VAR   1.2619     1.2230     F= 1.0318       20, 29     .4599
(TOTAL= 87)   N         21         30     PROB(1ST MEAN>2ND |DATA)= .5117
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125.          MEAN  3.0000       3.7143       T=-2.2417          45        .0300
V125           VAR  .66667       1.4709       F= 2.2063      27, 18        .0424
(TOTAL= 87)      N      19           28       PROB(1ST MEAN<2ND |DATA)=   .9885

126.          MEAN  3.0833       3.7273       T=-1.7089          32        .0972
V126           VAR  1.5379       .87446       F= 1.7587      11, 21        .1281
(TOTAL= 87)      N      12           22       PROB(1ST MEAN<2ND |DATA)=   .9283

127.          MEAN  3.1429       3.5714       T=-.73330          19        .4723
V127           VAR  1.8095       1.4345       F= 1.2108       6, 13        .3608
(TOTAL= 87)      N       7           14       PROB(1ST MEAN<2ND |DATA)=   .7472

128.          MEAN  2.7500       3.5000       T=-.81524           8        .4385
V128           VAR  1.5833       2.3000       F= 1.4526       5, 3         .4031
(TOTAL= 87)      N       4            6

129.          MEAN  3.1538       3.6964       T=-2.5321          80        .0133
V129           VAR  .29538       1.0516       F= 3.5602      55, 25        .0005
(TOTAL= 87)      N      26           56       PROB(1ST MEAN<2ND |DATA)=   .9986

130.          MEAN  1.9655       1.9655       T= 0.              85       1.0000
V130           VAR  .34483 -1    .33878 -1    F= 1.0179      28, 57        .4637
(TOTAL= 87)      N      29           58       PROB(1ST MEAN<2ND |DATA)=   .5000

131.          MEAN  1.8621       1.7931       T= .77643          85        .4397
V131           VAR  .12315       .16697       F= 1.3558      57, 28        .1915
(TOTAL= 87)      N      29           58       PROB(1ST MEAN>2ND |DATA)=   .7886

132.          MEAN  1.9310       1.9655       T=-.71774          85        .4749
V132           VAR  .65502 -1    .33878 -1    F= 1.9630      28, 57        .0156
(TOTAL= 87)      N      29           58       PROB(1ST MEAN<2ND |DATA)=   .7364

133.          MEAN  1.6897       1.6379       T= .47358          85        .6370
V133           VAR  .22167       .23503       F= 1.0602      57, 28        .4442
(TOTAL= 87)      N      29           58       PROB(1ST MEAN>2ND |DATA)=   .6809

134.          MEAN  1.4483       1.4138       T= .30330          85        .7624
V134           VAR  .25616       .24682       F= 1.0378      28, 57        .4402
(TOTAL= 87)      N      29           58       PROB(1ST MEAN>2ND |DATA)=   .6166

135.          MEAN  1.7586       1.8103       T=-.55596          85        .5797
V135           VAR  .18966       .15638       F= 1.2128      28, 57        .2641
(TOTAL= 87)      N      29           58       PROB(1ST MEAN<2ND |DATA)=   .7017

136           MEAN  3.1786       3.7407       T=-3.0390          80        .0032
V136           VAR  .30026       .79944       F= 2.6625      53, 27        .0036
(TOTAL= 87)      N      28           54       PROB(1ST MEAN<2ND |DATA)=   .9996

137.          MEAN  3.1724       3.7544       T=-2.7811          84        .0067
V137           VAR  .57635       .97431       F= 1.6905      56, 28        .0661
(TOTAL= 87)      N      29           57       PROB(1ST MEAN<2ND |DATA)=   .9980
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138.          MEAN  3.0690      3.6667     T=-2.8597          84      .0053
V138           VAR  .35222      1.0833     F= 3.0758       56, 28     .0009
(TOTAL= 87)      N      29          57     PROB(1ST MEAN<2ND |DATA)= .9994

139.          MEAN  3.0500      3.6346     T=-2.4621          70      .0163
V139           VAR  .47105      .94231     F= 2.0004       51, 19     .0495
(TOTAL= 87)      N      20          52     PROB(1ST MEAN<2ND |DATA)= .9963

140.          MEAN  2.7931      3.4561     T=-3.4714          84      .0008
V140           VAR  .45567      .82393     F= 1.8082       56, 28     .0451
(TOTAL= 87)      N      29          57     PROB(1ST MEAN<2ND |DATA)= .9998

141.          MEAN  3.6897      3.8966     T=-1.0687          85      .2882
V141           VAR  .79310      .69087     F= 1.1480       28, 57     .3225
(TOTAL= 87)      N      29          58     PROB(1ST MEAN<2ND |DATA)= .8467

142.          MEAN  3.8621      4.0862     T=-1.1183          85      .2666
V142           VAR  .90887      .71174     F= 1.2770       28, 57     .2144
(TOTAL= 87)      N      29          58     PROB(1ST MEAN<2ND |DATA)= .8533

143.          MEAN  3.3793      3.8621     T=-2.2792          85      .0252
V143           VAR  .60099      .99819     F= 1.6609       57, 28     .0724
(TOTAL= 87)      N      29          58     PROB(1ST MEAN<2ND |DATA)= .9914

144.          MEAN  3.5172      3.3966     T=-1.9749          85      .0515
V144           VAR  .47291      .83122     F= 1.7577       57, 28     .0528
(TOTAL= 87)      N      29          58     PROB(1ST MEAN<2ND |DATA)= .9819

145.          MEAN  3.3333      3.8214     T=-2.3041          81      .0238
V145           VAR  .84615      .80390     F= 1.0526       26, 55     .4239
(TOTAL= 87)      N      27          56     PROB(1ST MEAN<2ND |DATA)= .9856

146.          MEAN  3.9310      4.2241     T=-1.5096          85      .1348
V146           VAR  .92365      .63309     F= 1.4589       28, 57     .1133
(TOTAL= 87)      N      29          58     PROB(1ST MEAN<2ND |DATA)= .9164

147.          MEAN  3.0741      3.7193     T=-2.9605          82      .0040
V147           VAR  .76353      .91980     F= 1.2047       56, 26     .3073
(TOTAL= 87)      N      27          57     PROB(1ST MEAN<2ND |DATA)= .9981

148.          MEAN  3.6154      3.9821     T=-1.8616          80      .0663
V148           VAR  .72615      .67240     F= 1.0799       25, 55     .3944
(TOTAL= 87)      N      26          56     PROB(1ST MEAN<2ND |DATA)= .9618

149.          MEAN  3.4074      3.8269     T=-2.0384          77      .0449
V149           VAR  .55840      .85181     F= 1.5254       51, 26     .1225
(TOTAL= 87)      N      27          52     PROB(1ST MEAN<2ND |DATA)= .9821
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150.           MEAN  3.5517        3.9474      T=-1.9566          84       .0537
V150            VAR  .63473        .83647      F= 1.2216       56, 28      .2863
(TOTAL= 87)       N      29            57      PROB(1ST MEAN<2ND |DATA) = .9747

151.           MEAN  3.2069        3.7193      T=-2.3891          84       .0191
V151            VAR  .81281        .91980      F= 1.1316       56, 28      .3683
(TOTAL= 87)       N      29            57      PROB(1ST MEAN<2ND |DATA) = .9903

152.           MEAN  3.2500        3.8654      T=-3.0785          74       .0029
V152            VAR  .45652        .74623      F= 1.6346       51, 23      .0999
(TOTAL= 87)       N      24            52      PROB(1ST MEAN<2ND |DATA) = .9992

153.           MEAN  3.4074        3.9464      T=-2.7339          81       .0077
V153            VAR  .48148        .81526      F= 1.6932       55, 26      .0721
(TOTAL= 87)       N      27            56      PROB(1ST MEAN<2ND |DATA) = .9978
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SUPERVISING TEACHER ASSESSMENT TRAINING MINI-MODEL 8:
Comparison of Evaluations Completed By Mini-Model Participants with Non-Participants

FINAL

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VARIABLE    STRATA <1>         <2>         TEST STATISTIC      DF      SIGNIF

101.          MEAN  3.9000      4.2453     T=-1.8769           81       .0641
V101          VAR   .57586      .68868     F= 1.1959        52, 29      .3063
(TOTAL= 84)   N         30          53     PROB(1ST MEAN<2ND |DATA)=    .9689

102.          MEAN  3.3667      4.3208     T=-1.9625           81       .0531
V102          VAR   .51609      .68360     F= 1.3246        52, 29      .2094
(TOTAL= 84)   N         30          53     PROB(1ST MEAN<2ND |DATA)=    .9759

103.          MEAN  3.5556      3.9808     T=-2.0034           77       .0487
V103          VAR   .79487      .80354     F= 1.0109        51, 26      .5022
(TOTAL= 84)   N         27          52     PROB(1ST MEAN<2ND |DATA)=    .9735

104.          MEAN  3.6429      4.0769     T=-2.2231           78       .0291
V104          VAR   .60847      .73906     F= 1.2146        51, 27      .2970
(TOTAL= 84)   N         28          52     PROB(1ST MEAN<2ND |DATA)=    .9861

105.          MEAN  3.7586      4.0962     T=-1.7980           79       .0760
V105          VAR   .61823      .67685     F= 1.0948        51, 28      .4064
(TOTAL= 84)   N         29          52     PROB(1ST MEAN<2ND |DATA)=    .9613

106.          MEAN  3.5667      4.1852     T=-3.0863           82       .0028
V106          VAR   .87471      .71978     F= 1.2153        29, 53      .2643
(TOTAL= 84)   N         30          54     PROB(1ST MEAN<2ND |DATA)=    .9977

107.          MEAN  3.6333      4.2778     T=-3.4308           82       .0009
V107          VAR   .72299      .65723     F= 1.1000        29, 53      .3732
(TOTAL= 84)   N         30          54     PROB(1ST MEAN<2ND |DATA)=    .9992

108.          MEAN  3.6400      3.8780     T=-1.1844           64       .2406
V108          VAR   .49000      .70976     F= 1.4485        40, 24      .1690
(TOTAL= 84)   N         25          41     PROB(1ST MEAN<2ND |DATA)=    .8860

109.          MEAN  3.8333      4.2963     T=-1.9803           82       .0510
V109          VAR   .75402      .58980     F= 1.2784        29, 53      .2155
(TOTAL= 84)   N         30          54     PROB(1ST MEAN<2ND |DATA)=    .9678

110.          MEAN  3.6154      4.0385     T=-1.8343           76       .0705
V110          VAR   1.2862      .74359     F= 1.7297        25, 51      .0488
(TOTAL= 84)   N         26          52     PROB(1ST MEAN<2ND |DATA)=    .9473
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Legend:

Strata <1> = Mini-model participants
<2> = Non-participants

Items 101-153 correspond to the 53 items that appear on the Instructional Competencies, Elementary Directed Teaching Forms

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111.            MEAN  3.7500        4.2308        T=-2.4541          78      .0164
V111             VAR  .71296        .69080        F= 1.0321        27, 51    .4491
(TOTAL= 84)        N      28            52        PROB(1ST MEAN<2ND |DATA)= .9903

112.            MEAN  3.6000        4.0755        T=-2.1086          81      .0381
V112             VAR  .66207        1.1480        F= 1.7340        52, 29    .0563
(TOTAL= 84)        N      30            53        PROB(1ST MEAN<2ND |DATA)= .9860

113.            MEAN  3.8621        4.0189        T=-.71345          80      .4776
V113             VAR  .69458        1.0139        F= 1.4669        52, 28    .1377
(TOTAL= 84)        N      29            53        PROB(1ST MEAN<2ND |DATA)= .7704

114.            MEAN  3.7000        4.2222        T=-2.7843          82      .0067
V114             VAR  .56207        .74214        F= 1.3204        53, 29    .2116
(TOTAL= 84)        N      30            54        PROB(1ST MEAN<2ND |DATA)= .9971

115.            MEAN  3.8276        4.2453        T=-2.2021          80      .0305
V115             VAR  .43350        .80406        F= 1.8548        52, 28    .0399
(TOTAL= 84)        N      29            53        PROB(1ST MEAN<2ND |DATA)= .9898

116.            MEAN  1.2414        1.3148        T=-.69713          81      .4877
V116             VAR  .18966        .21978        F= 1.1588        53, 28    .3425
(TOTAL= 84)        N      29            54        PROB(1ST MEAN<2ND |DATA)= .7579

117.            MEAN  1.3448        1.3704        T=-.22822          81      .8201
V117             VAR  .23399        .23760        F= 1.0154        53, 28    .4953
(TOTAL= 84)        N      29            54        PROB(1ST MEAN<2ND |DATA)= .5890

118.            MEAN  1.6552        1.7222        T=-.62865          81      .5313
V118             VAR  .23399        .20440        F= 1.1448        28, 53    .3288
(TOTAL= 84)        N      29            54        PROB(1ST MEAN<2ND |DATA)= .7274

119.            MEAN  1.5517        1.5000        T= .44473          81      .6577
V119             VAR  .25616        .25472        F= 1.0057        28, 53    .4796
(TOTAL= 84)        N      29            54        PROB(1ST MEAN>2ND |DATA)= .6689

120.            MEAN  1.7241        1.5370        T= 1.6684          81      .0991
V120             VAR  .20690        .25332        F= 1.2244        53, 28    .2650
(TOTAL= 84)        N      29            54        PROB(1ST MEAN>2ND |DATA)= .9527

121.            MEAN  3.8929        4.2264        T=-1.7604          79      .0822
V121             VAR  .54365        .71698        F= 1.3188        52, 27    .2203
(TOTAL= 84)        N      28            53        PROB(1ST MEAN<2ND |DATA)= .9625

122.            MEAN  3.7586        4.1538        T=-1.9889          79      .0502
V122             VAR  .63966        .76018        F= 1.1023        51, 28    .3986
(TOTAL= 84)        N      29            52        PROB(1ST MEAN<2ND |DATA)= .9744

123.            MEAN  3.8276        4.0400        T=-1.1519          77      .2529
V123             VAR  .50493        .69224        F= 1.3710        49, 28    .1867
(TOTAL= 84)        N      29            50        PROB(1ST MEAN<2ND |DATA)= .8798

124.            MEAN  4.1111        4.1591        T=-.24424          69      .8078
V124             VAR  .71795        .60201        F= 1.1926        26, 43    .2981
(TOTAL= 84)        N      27            44        PROB(1ST MEAN<2ND |DATA)= .5928
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125.           MEAN  3.6522      4.0417     T=-1.5571         69        .1240
V125            VAR  .60079      1.1472     F= 1.9094      47, 22       .0510
(TOTAL= 84)       N      23          48     PROB(1ST MEAN<2ND |DATA) = .9538

126.           MEAN  3.9947      3.8333     T= .21298         53        .8322
V126            VAR  .65497      1.2286     F= 1.8758      35, 18       .0785
(TOTAL= 84)       N      19          36     PROB(1ST MEAN>2ND |DATA) = .5903

127.           MEAN  3.3333      3.7000     T=-.66994         27        .5086
V127            VAR  1.7500      1.9053     F= 1.0887      19, 8        .4772
(TOTAL= 84)       N       9          20     PROB(1ST MEAN<2ND |DATA) = .7409

128.           MEAN  2.2857      3.8182     T=-2.4370         16        .0269
V128            VAR  1.9048      1.5636     F= 1.2182       6, 10       .3724
(TOTAL= 84)       N       7          11     PROB(1ST MEAN<2ND |DATA) = .9752

129.           MEAN  3.5926      4.2075     T=-2.8886         78        .0050
V129            VAR  .63533      .89840     F= 1.4141      52, 26       .1700
(TOTAL= 84)       N      27          53     PROB(1ST MEAN<2ND |DATA) = .9981

130.           MEAN  2.0000      2.0000
V130            VAR  0.          0.
(TOTAL= 84)       N      30          54

131.           MEAN  1.9667      1.9630     T= .86600 -1      82        .9312
V131            VAR  .33333 -1   .36338 -1  F= 1.0901      53, 29       .4093
(TOTAL= 84)       N      30          54     PROB(1ST MEAN>2ND |DATA) = .5344

132.           MEAN  2.0000      2.0000
V132            VAR  0.          0.
(TOTAL= 84)       N      30          54

133.           MEAN  1.6333      1.9074     T=-3.2135         82        .0019
V133            VAR  .24023      .85604 -1  F= 2.8063      29, 53       .0005
(TOTAL= 84)       N      30          54     PROB(1ST MEAN<2ND |DATA) = .9958

134.           MEAN  1.6333      1.5741     T= .52472         82        .6012
V134            VAR  .24023      .24913     F= 1.0370      53, 29       .4687
(TOTAL= 84)       N      30          54     PROB(1ST MEAN>2ND |DATA) = .6979

135.           MEAN  1.9667      1.8889     T= 1.2323         82        .2214
V135            VAR  .33333 -1   .10063     F= 3.0189      53, 29       .0010
(TOTAL= 84)       N      30          54     PROB(1ST MEAN>2ND |DATA) = .9185

136.           MEAN  3.6667      4.1698     T=-2.8556         81        .0054
V136            VAR  .57471      .60522     F= 1.0531      52, 29       .4501
(TOTAL= 84)       N      30          53     PROB(1ST MEAN<2ND |DATA) = .9969

137.           MEAN  3.3667      4.2963     T=-2.3989         82        .0187
V137            VAR  .60230      .62753     F= 1.0419      53, 29       .4631
(TOTAL= 84)       N      30          54     PROB(1ST MEAN<2ND |DATA) = .9898

138.           MEAN  3.5667      4.2407     T=-3.1323         82        .0024
V138            VAR  1.0126      .82774     F= 1.2234      29, 53       .2576
(TOTAL= 84)       N      30          54     PROB(1ST MEAN<2ND |DATA) = .9980
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139.          MEAN  3.8214      4.1489     T=-1.6245          73       .1086
V139           VAR  .81878      .65125     F= 1.2573      27, 46       .2423
(TOTAL= 84)      N      28          47     PROB(1ST MEAN<2ND |DATA)= .9372

140.          MEAN  3.5000      3.9815     T=-2.5038          82       .0143
V140           VAR  .46552      .84871     F= 1.8231      53, 29       .0416
(TOTAL= 84)      N      30          54     PROB(1ST MEAN<2ND |DATA)= .9955

141.          MEAN  4.1667      4.4259     T=-1.4385          82       .1541
V141           VAR  .76437      .55101     F= 1.3872      29, 53       .1488
(TOTAL= 84)      N      30          54     PROB(1ST MEAN<2ND |DATA)= .9097

142.          MEAN  4.2333      4.5370     T=-1.6026          82       .1129
V142           VAR  1.0126      .51747     F= 1.9569      29, 53       .0168
(TOTAL= 84)      N      30          54     PROB(1ST MEAN<2ND |DATA)= .9224

143.          MEAN  3.9333      4.2963     T=-1.8771          82       .0641
V143           VAR  .89195      .62753     F= 1.4214      29, 53       .1319
(TOTAL= 84)      N      30          54     PROB(1ST MEAN<2ND |DATA)= .9582

144.          MEAN  3.8667      4.3519     T=-2.7913          82       .0065
V144           VAR  .60230      .57198     F= 1.0530      29, 53       .4248
(TOTAL= 84)      N      30          54     PROB(1ST MEAN<2ND |DATA)= .9958

145.          MEAN  3.9310      4.1887     T=-1.3103          80       .1938
V145           VAR  .63793      .77141     F= 1.2092      52, 28       .2979
(TOTAL= 84)      N      29          53     PROB(1ST MEAN<2ND |DATA)= .9058

146.          MEAN  4.3333      4.5185     T=-1.0841          82       .2815
V146           VAR  .64368      .51852     F= 1.2414      29, 53       .2432
(TOTAL= 84)      N      30          54     PROB(1ST MEAN<2ND |DATA)= .8483

147.          MEAN  3.6000      4.1852     T=-3.1861          82       .0020
V147           VAR  .52414      .71978     F= 1.3733      53, 29       .1797
(TOTAL= 84)      N      30          54     PROB(1ST MEAN<2ND |DATA)= .9992

148.          MEAN  4.1034      4.3148     T=-1.1422          81       .2568
V148           VAR  .73892      .59713     F= 1.2374      28, 53       .2478
(TOTAL= 84)      N      29          54     PROB(1ST MEAN<2ND |DATA)= .8603

149.          MEAN  3.8929      4.2500     T=-1.8584          78       .0669
V149           VAR  .69180      .66176     F= 1.0454      27, 51       .4341
(TOTAL= 84)      N      28          52     PROB(1ST MEAN<2ND |DATA)= .9629

150.          MEAN  4.1333      4.4444     T=-1.5867          82       .1164
V150           VAR  1.0851      .55346     F= 1.9605      29, 53       .0166
(TOTAL= 84)      N      30          54     PROB(1ST MEAN<2ND |DATA)= .9203
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151.          MEAN  3.8966       4.1667      T=-1.3611          81        .1773
V151           VAR  .88177       .66981      F= 1.3165       28, 53       .1917
(TOTAL= 84)      N      29           54      PROB(1ST MEAN<2ND |DATA)=   .8987

152.          MEAN  3.3519       4.2549      T=-2.1935          76        .0310
V152           VAR  .59259       .59373      F= 1.0019       50, 26       .5122
(TOTAL= 84)      N      27           51      PROB(1ST MEAN<2ND |DATA)=   .9826

153.          MEAN  4.0357       4.3704      T=-1.6942          80        .0941
V153           VAR  .99868       .57722      F= 1.7302       27, 53       .0441
(TOTAL= 84)      N      28           54      PROB(1ST MEAN<2ND |DATA)=   .9344
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APPENDIX R

INSTRUCTIONAL MATERIALS
Listing by Type

APPENDIX R

INSTRUCTIONAL MATERIALS: LISTING BY TYPE

Activities

A1. Attend Multi-Cultural Workshop Series, School of Education

A2. Outdoor Survey of the Environment

A3. Student-Made Videotapes

A4. Visit -

  a. Botanical Gardens, University of Michigan
  b. Elementary Schools
  c. Exhibits Museum, University of Michigan
  d. Instructional Materials Center, Ann Arbor Public Schools and School of Education
  e. Self Instructional Lab (includes film preview), School of Education
  f. Teacher's Store, Detroit, Michigan

A5. Team Project-Class Presentation

A6. Life Space Interviewing-role playing

A7. Graphics Lab, School of Education

A8. Projection Lab, School of Education

A9. Meeting in school with administrators

A10. Meeting in school with teachers

A11. Student-prepared presentations

A12. Student-prepared materials

A13. Assigned (non-text) reading

A14. Language Arts Library, School of Education

A15. Media Center Resource Library, School of Education

A16. Library of Program for Educational Opportunity, School of Education

A17. ERIC Center/References

Charts/Kits

CK1. Attribute games and problems

CK2. Cuisinaire boards and rods

CK3. David Cook Series - moods and emotions

CK4. Developmental characteristics of children and youth

CK5. Elementary science study

CK6. Geoboards, geoblocks

Charts/Kits (cont.)

- CK7. Language lab kits
- CK8. Michigan social studies materials
- CK9. Mirror Cards
- CK10. Modular Activities Program in Science
- CK11. Negroes in Our History - A Picture Set
- CK12. Our Working World
- CK13. Science Curriculum Improvement Study
- CK14. Scope and sequence charts from publishing companies
- CK15. Structuring the Classroom for Success
- CK16. Media center collection
- CK17. Montesorri materials
- CK18. Distar (Math, Language) Materials
- CK19. Peabody Language Kit
- CK20. Sensory Experience - Follett
- CK21. Middle School Story
- CK22. SRA Kit
- CK23. Michigan Language Program
- CK24. The Phonex Series
- CK25. Multi-cultural materials

Films/Filmstrips

- FF1. Anonsi the Spider
- FF2. Balloon's Necklace
- FF3. Classroom in Transition
- FF4. Decisions in Teaching
- FF5. Evan's Corner
- FF6. Eye of the Storm
- FF7. Fourth Estate
- FF8. Fundamental Skills in a Unit of Work
- FF9. Globes: Their Use in the Classroom
- FF10. Hello Up There
- FF11. Heritage of Slavery
- FF12. Hey, What About Us
- FF13. High Scope
- FF14. I Do and I Understand
- FF15. Inside Out

Films/Filmstrips (cont.)

FF16. Jeffrey and the Blue Dashiki
FF17. Love
FF18. Magic Knives
FF19. Make a Mighty Reach
FF20. Maps Are Fun
FF21. Math at Your Finger tips
FF22. Maths With Everything
FF23. Movement Education (4)
FF24. My Art is Me
FF25. Notes on Triangle
FF26. Obedience
FF27. Piaget's Theory of Classification
FF28. Piaget's Theory of Formal Thinking
FF29. Play Mountain Place
FF30. Portrait of an Inner City School
FF31. Project Discovery
FF32. Social Studies Teaching Skills
FF33. What's New At School
FF34. Dramatic Play
FF35. This Is The Way We Go to School (Hyscope)
FF36. Art is for Me
FF37. The Lively Art of the Picture Book
FF38. A Story, A Story
FF39. The Three Robbers
FF40. The Day Grandpa Died
FF41. Uncle Smiley Goes Recycling
FF42. Cosmic Zoom
FF43. The Dinosour's Dilemma
FF44. In Praise of Hands
FF45. Paddle To the Sea
FF46. There's Something About A Story

Films/Filmstrips (cont.)

FF47. Childhood: The Enchanted Years

FF48. Growing Up Female

FF49. Future Shock

FF50. Piaget's Developmental Theory on Conservation

FF51. What Do You Think

FF52. Precious Years

FF53. Old Enough But Not Ready

FF54. I.Q. Myth

FF55. Why Man Creates

FF56. Koestler on Creativity

FF57. Summerhill

FF58. Production and Self-Fulfilling Prophecy

FF59. Language Development

FF60. Learning

FF61. Adventures of an Asterik

FF62. Rewards and Reinforcement

FF63. Behavior Modification

FF64. Motivating the Class

FF65. Rx for Instruction

FF66. Toward Inquiry

FF67. Lectures Are A Drag

FF68. Whole New Ball Game

FF69. Let Them Learn

FF70. Black History

FF71. Lost, Strayed, or Stolen

Books

B1. A Young Child Experiences. Kaplan, Sandra Nina, JoAnn Butom Kaplan, Sheila Kunishima Madsen, and Bette Taylor Gould, 1975

B2. Change for Children. Kaplan, Sandra Nina, JoAnn Butom Kaplan, Shelia Kunishima Madsen, and Bette Taylor Gould, 1975

B3. Classrooms That Work: Prescriptions for Change. Garubard, Paul and Harry Rosenburg, 1974

B4. Creating and Using Learning Games. LEARNING Handbooks 1975

B5. Conference Time for Teachers and Parents: A Teacher's Guide to Successful Conference Reporting. National School Public

Books (cont.)

B6. Current Strategies for Teachers. Gilstrap and Martin, 1975

B7. Developing Observational Skills. Cartwright, Carol A. and G. Philip Cartwright, 1974

B8. Developing Skills in Critical Reading. LEARNING Handbooks, 1975

B9. Educational Psychology. Gage and Beslinger

B10. Elementary Science, Why and How? George, Kenneth D., Maureen Dietz, Eugene Abraham, and Miles Nelson, 1974

B11. Individualized Instruction: Teaching Focusing on the Learner. Musgrave, G. Ray, 1975

B12. Informal Teaching in the Open Classroom. Howes, Virgil, 1974

B13. Involving Students in Questioning. Hunkins, Francis, 1976

B14. Learning and Teaching in the Elementary School. Hoover, Kenneth H., and Paul M. Hollingsworth, 1975

B15. Learning Centers - Opening Up the Classroom. Thomas, John I, 1975

B16. Learning Stations. LEARNING Handbooks, 1975

B17. Mathematics Learning in Early Childhood. National Council of Teachers of Mathematics, 1975

B18. Open Education - Critique and Assessment. Rogers, Vincent R. and Bud Church, 1975

B19. P.E.: A Movement Approach. Stanley

B20. PLUS - A Handbook for Teachers of Elementary Art. Education Services, Inc.

B21. PLUS - A Handbook for Teachers of Elementary Math. Education Services, Inc.

B22. PLUS - A Handbook for Teachers of Elementary Science. Education Services, Inc.

B23. PLUS - A Handbook for Teachers of Elementary Social Studies. Education Services, Inc.

B24. Preparing Instructional Objectives. Mager

B25. Psychology of Discipline in the Classroom, Gnage, William, 1968

B26. Stating Behavioral Objectives for Classroom Instruction. Gronlund

B27. Teacher and Child. Ginott, Hiam, 1972

B28. T.E.T. - Teacher Effectiveness Training. Gordon, Thomas, 1974

Books (cont.)

B29. Teaching Language Arts to Culturally Different Children. Banks, James A. and William W. Joyce, 1973

B30. Teaching Science as Continuous Inquiry. Rowe, Mary Budd, 1973

B31. Teaching Social Studies to Culturally Different Children. Banks, James A. and William W. Joyce, 1973

B32. The Beginning Elementary School Teacher. Foster, Walter S. and Norman C. Jacobs, 1973

B33. Toward a New Curriculum in P.E. McKenzie

B34. Writing Behavioral Objectives. Crippin and Feldhusen

B35. Error Patterns in Computation - A Semi-programmed Approach. Ashlock, Robert B., 1976

B36. Teaching Elementary School Mathematics. Kramer, Klaas, 1975

B37. A Guide to the Diagnostic Teaching of Arithmetic. Reisman, Fredricka K., 1972

B38. Teaching Elementary School Mathematics. Underhill, Robert, 1972

B39. Dynamics of Teaching Secondary School Mathematics. Cooney, Henderson, and Davis, 1976

B40. Developing Attitude Toward Learning. Fearon, 1968

B41. Developing Classroom Tests. Kryspin, W.J. et al., 1974

B42. Improving Marking and Reporting in Classroom Instruction. Gronlund, N.E., 1974

B43. Reading in Mathematics. Kane, Robert

B44. Be Honest With Yourself, A Self Evaluation Handbook for Early Childhood Education Teachers, 1976

B45. Screening and Assessment of Children: An Abstract Bibliography. ERIC #173 July, 1975

B46. A Laboratory Workbook for Introduction to Early Childhood. Hildebrand, Verna, 1976

B47. Introduction to Early Childhood. Hildebrand, Verna, 1976

B48. Those Who Can, Teach. Houghton Mifflin, 1972

B49. Art for the Young Child. Bland, Jane, 1957

B50. Art for the Family. D'Amico, V., 1954

B51. An Activities Booklet For Teachers of Young Children. Hess, R. and Craft, D., 1972

B52. The Psychology of Children's Art. Kellogg, R. and O'Dell, S., 1967

Books (cont.)

B53. *A Piaget Program*. Lavatelli, Celia, 1972

B54. *The Ypsilanti Preschool Curriculum Demonstration Project, The Language Training Curriculum, The Unit Based Curriculum, and The Cognitive Curriculum*. Weikart, David, 1969

B55. *Early Childhood Facilities, ECF/2, Some European Nursery Schools and Playgrounds*. Larson, T. and Utzinger, R., 1970

B56. *Play and Playthings for the Preschool Child*. Matterson, E., 1967

B57. *Elementary School Curriculum*. Cook and Doll

B58. *A Psychology Applied to Teaching*. Biehler, Robert F., 1974

B59 Baker, Katherine Read, Editor. *Ideas that Work with Young Children*, 1972. Can be ordered from National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009

B60. *Beautiful Junk*. Project Head Start, Office of Economic Opportunity, Washington, D.C. 1967

B61. Bereiter, Carl and Englemann, Siegfried. *Language Learning Activities for the Disadvantaged Child*. May be purchased from Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016

B62. *Bits and Pieces - Imaginative Uses for Children's Learning*. Association for Childhood Education International, Bulletin 20-A Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016

B63. Caney, Steven. *Toy Book: Turtle Racers, Moustaches and More than 50 Other Good Toys to Make With Children*. New York: Workman Publishing Co., 1972

B64. Clure, Beth. *Why Didn't I Think of That*. May be purchased from Bowmar, P.O. Box 5225, Glendale, California 91201

B65. Cole, Kathryn, *Themes to Teach Young Children*. Lansing, Early Childhood Publications, Inc. 1704 Paper Tree Lane Lansing, Michigan 48912

B66. Croft, Doreen J. and Hess, Robert D. *An Activities Handbook for Teachers of Young Children* New York: Houghton Mifflin, 1972

B67. Field Enterprises Educational Corporation. *Childcraft: The How and Why Library*. This library is composed of 15 volumes on ideas to use with young children. Specifically, *Make and Do*, volume 11, has many projects for young children. Chicago, Field Enterprises Educational Corporation, 1973

Books (cont.)

B68. Gordon, I.F. Baby Learning Through Baby Play, St. Martin's Press, 1970

B69. Haupt, Dorothy. Science Experiences for Nursery School Children. National Association for the Education of Young Children, 1934. Connecticut Avenue, N.W., Washington, D.C. 20009

B70. Haupt, Dorothy and Osborn, D. Keith. Creative Activities. Detroit: Merrill-Palmer Institute, 1955

B71. Hirsch, E. The Block Book, National Association for Education of Young Children, 1974

B72. Huron Valley Council of Cooperative Nurseries, Inc., 1973 Stay and Play available through HVCCN, P.O. Box 2024. Ann Arbor, Michigan 48106

B73. Larton, Mary. Workjobs, Addison Wesley Publishing, 1972

B74. Making Places, Changing Spaces in Schools, at Home and Within Ourselves, Farallones Scrapbook, Random House, Inc., 1971

B75. Matterson, Elizabeth M. Play and Playthings for the Preschool Child. Baltimore: Penguin Books, 1967

B76. McCaig, Virginia (ed.). Materials for Nursery School Teachers. Available from MCCN, Michigan Council of Cooperative Nurseries, 4223 Donnelly Road, Jackson, Michigan 49201, 1975

B77. Montessori, Maria. Dr. Montessori's Own Handbook. New York: Shocken Books, 1965

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B79. Nimnicht, Glen, McAfee, Oralie, and Meier, John. The New Nursery School. New York: General Learning Corporation, 1969

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Other

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03. Common Goals of Michigan
04. Curriculum guides
05. Elementary reading modules, University of Michigan
06. Elementary science modules, University of Michigan
07. Elementary children's textbooks
08. Handouts (instructor-made)
09. Human resources
010. Michigan Minimal Performance Objectives
011. Professional journals
012. Transparencies (instructor-made)
013. Scope and sequence charts
014. Equipment and toy catalogues (assorted)
015. 016. Record: John Ciardis "You read to me and I'll read to you"
017. Interaction analysis - flanders materials and audio tape
018. Ideal class questionnaire (instructor-made)
019. Teacher characteristics - OPI and open end questionnaire
020. Educational Counseling Lab
021. Reading and Language Skill Center, University of Michigan
022. Open classroom handouts
023. Non-traditional education handout (Leatherman)
024. Micro-teaching: audio and VTR
025. Group discussion
026. I.Q Tests: California, Wechsler, Dove Counterbalance
027. (Group exercise) Torrance Creativity Tests
028. 029. Individual projects (learning centers to be constructed in class or in assigned field base classroom
030. Multi-cultural paper -- Effect on the Curriculum
031. Optional readings
032. Goal prioritizing exercise (instructor-made)
033. Media Center, School of Education

Specific Field Experiences or Resource People

X

APPENDIX S

INSTRUCTIONAL MATERIALS
Listing By Instructional Competency Categories

APPENDIX S

INSTRUCTIONAL MATERIALS

Listing By Instructional Competency Categories

Instruction: Planning

Activities: A4a, A4c, A11, A12

Charts/Kits: CK5, CK10, CK21

Films/Filmstrips: FF8, FF65

Books: B14, B29, B32, B39, B48, B57

Other: O8, O24, O31

Specific Field Experience or Resource People: X

Instruction: Goals and Objectives

Activities: A1, A12, A13

Charts/Kits: CK4, CK5, CK14, CK16, CK21, CK22, CK23, CK24, CK25

Films/Filmstrips: FF6, FF27, FF28, FF33, FF65, FF66, FF68, FF69, FF70, FF71

Books: B14, B24, B26, B32, B34, B36, B37, B40

Other: O3, O4, O6, O10, O13, O31, O32

Specific Field Experience or Resource People: X

Instruction: Evaluation

Activities: A1

Charts/Kits:

Films/Filmstrips: FF5, FF65

Books: B6, B7, B11, B14, B15, B16, B30, B32, B41, B42

Other: O3, O10, O25, O26, O28-29, O30, O31

Specific Field Experience or Resource People: X

Instruction: Materials and Equipment

Activities: A1, A4d, A4e, A11

Charts/Kits: CK14, CK17, CK18, CK19, CK20

Films/Filmstrips: FF27, FF28, FF37, FF38, FF39, FF40, FF41, FF42, FF43, FF44, FF45, FF46, FF47, FF48, FF49, FF50, FF51, FF52, FF53, FF54, FF55, FF56, FF57, FF58, FF59, FF60, FF61, FF63, FF66

Books: B4, B6, B11, B15, B30, B43, B44, B45, B46, B47, B50 B51 B52, B53, B54, B55, B56, B57, B58

Instruction: Materials and Equipment (cont.)

Other: O1, O2, O6, O7, O12, O15-16, O31

Specific Field Experience and Resource People: X

Instruction: Activities and Content

Activities: A1, A2, A3, A4a, A4c, A4d, A4e, A4f, A5, A6, A7, A8, A9, A10, A11, A12, A13, A14, A15, A16, A17, A18,

Charts/Kits: CK4, CK21

Films/Filmstrips: FF27, FF28, FF33, FF65, FF66

Books: B6, B11, B14, B16, B30, B35, B38

Other: O6, O9, O31, O33

Specific Field Experience and Resource People: X

Instruction: Methods and Strategies

Activities: A2, A11, A12, A13, A18

Charts/Kits: CK1, CK2, CK4, CK5, CK6, CK7, CK8, CK9, CK10, CK11, CK12, CK13, CK15, CK21

Films/Filmstrips: FF65, FF66, FF67

Books: B5, B6, B8, B10, B11, B12, B13, B14, B15, B16, B17, B21, B22, B23, B29, B30, B31

Other: O1, O5, O6, O8, O10, O17, O22, O23, O31

Specific Field Experience and Resource People: X

School and Classroom Management and Environment

Activities: A1, A11, A12, A13

Charts/Kits:

Films/Filmstrips: FF34, FF35, FF36, FF62, FF63, FF64, FF65

Books: B3, B7, B11, B12, B15, B16, B25, B27, B28, B32

Other: O11, O18, O19, O31

Specific Field Experience and Resource People: X

Student Guidance and Services

Activities: A1, A6, A11, A13

Charts/Kits: CK3, CK21

Films/Filmstrips: FF5, FF68

Books: B5, B11, B14, B15, B29, B30, B31

Student Guidance and Services (cont.)

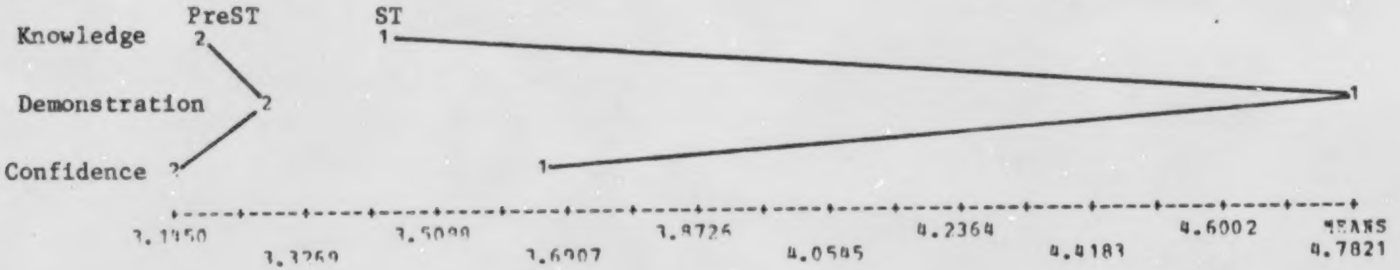
Other: 020, 031

Specific Field Experience and Resource People: X

APPENDIX T

PROFILE ANALYSES BY CATEGORY FOR ELEMENTARY SELF-ASSESSMENT

ELEMENTARY SELF-ASSESSMENT INSTRUCTION: PLANNING



```
V1          (1)     (2)
SYMBOL      "1"     "2"
N           39      50

TESTS FOR:                     T-SQUARE   F-STAT      DF       SIGNIF

 PARALLELISM OF PROFILES        67.720     33.471     2, 86     .0000
 EQUALITY OF VARIABLE MEANS     69.427     34.315     2, 86     .0000
 NO V1 DIFFERENCES                         36.969     1, 87     .0000
```

Characteristic shapes of profiles 1 and 2 differed significantly.

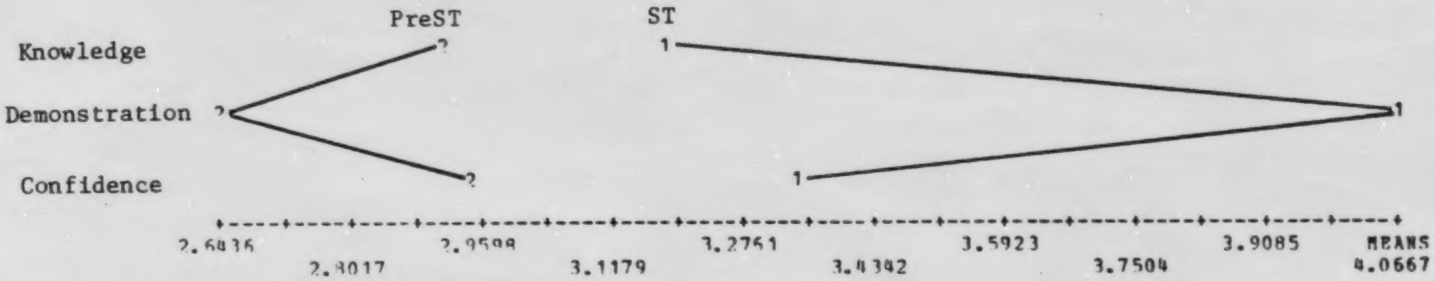
Groups 1 and 2 responded with significantly different numbers on the three variables.

Groups 1 and 2 differed significantly in their self-perception.

1 - Student teacher (ST)

2 - Pre-student teacher (PreST)

ELEMENTARY SELF-ASSESSMENT INSTRUCTION: GOALS AND OBJECTIVES



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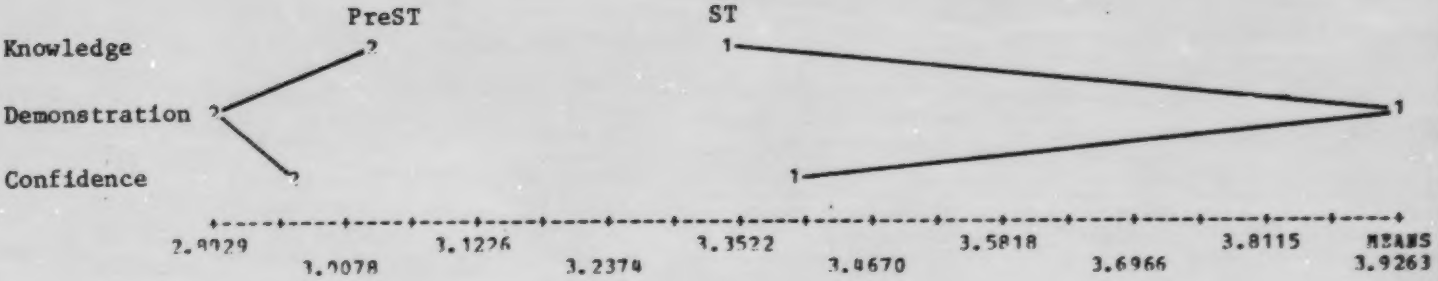
Z1          <1>     (2)
SYMBOL      "1"     "2"
N           39      50


TESTS FOR:                        T-SQUARE  F-STAT       DF       SIGNIF

 PARALLELISM OF PROFILES          88.156    43.571       2, 86     .0000
 EQUALITY OF VARIABLE MEANS       18.653    9.2195       2, 86     .0002
 NO V1 DIFFERENCES                          32.796       1, 87     .0000
```

ELEMENTARY SELF-ASSESSMENT INSTRUCTION: EVALUATION

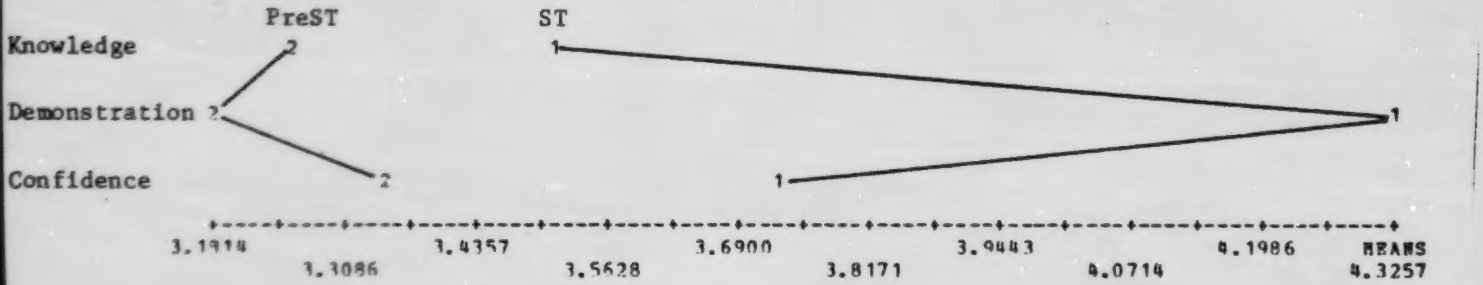


```
V1          <1>     (2)
SYMBOL      "1"     "2"
N           39      50


TESTS FOR:                        T-SQUARE  F-STAT       DF        SIGNIF

 PARALLELISM OF PROFILES          34.574    17.086      2, 85       .0000
 EQUALITY OF VARIABLE MEANS       8.5270    4.2139      2, 85       .0180
 NO V1 DIFFERENCES                          19.224      1, 86       .0000
```

ELEMENTARY SELF-ASSESSMENT INSTRUCTION: MATERIALS AND EQUIPMENT

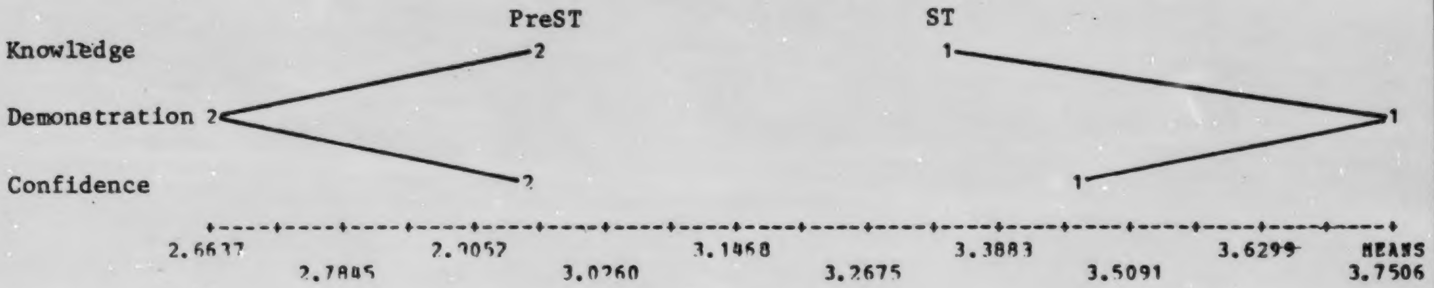


```
V1          <1>      (2)
SYMBOL      "1"      "2"
N           38       49


TESTS FOR:                           T-SQUARE   F-STAT        DF        SIGNIF

 PARALLELISM OF PROFILES             60.599     29.943        2, 84      .0000
 EQUALITY OF VARIABLE MEANS          44.702     22.088        2, 84      .0000
 NO V1 DIFFERENCES                              24.382        1, 85      .0000
```

ELEMENTARY SELF-ASSESSMENT INSTRUCTION: ACTIVITIES AND CONTENT



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V1          <1>     (2)
SYMBOL      "1"     "2"
N           38      48


TESTS FOR:                          T-SQUARE   F-STAT       DF        SIGNIF

 PARALLELISM OF PROFILES            21.605     10.674       2, 83      .0001
 EQUALITY OF VARIABLE MEANS         1.5624     .77189       2, 83      .4654
 NO V1 DIFFERENCES                             19.453       1, 84      .0000
```
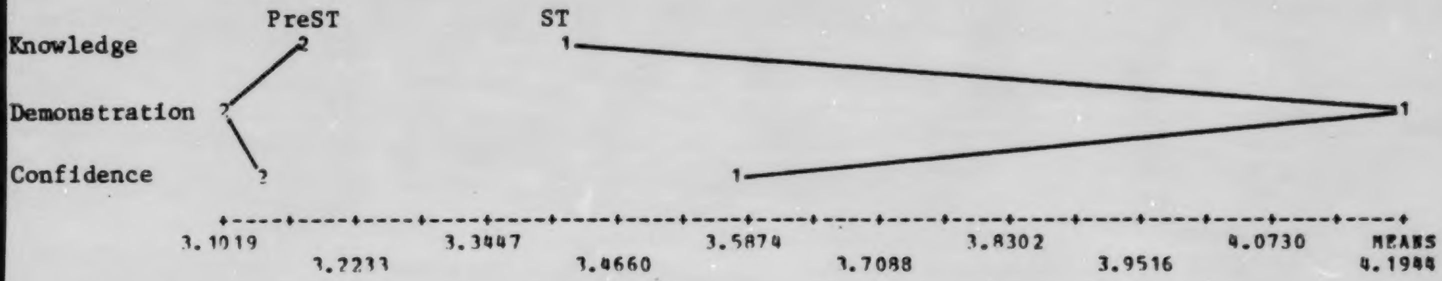
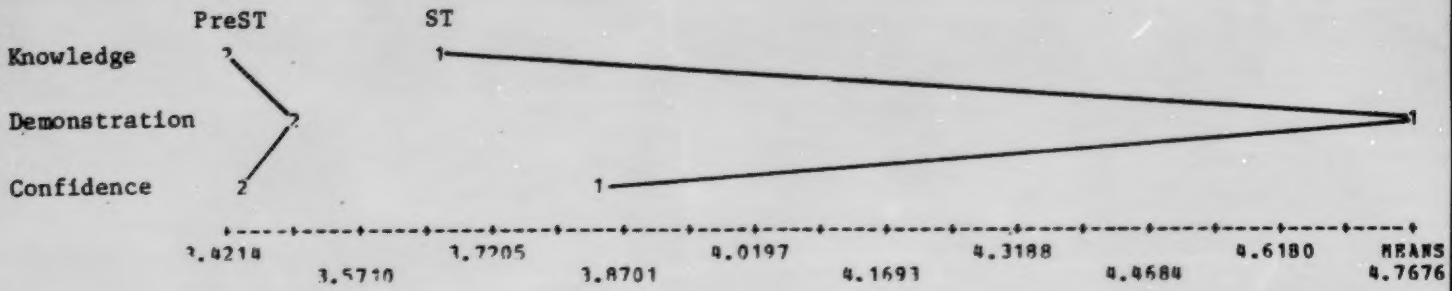



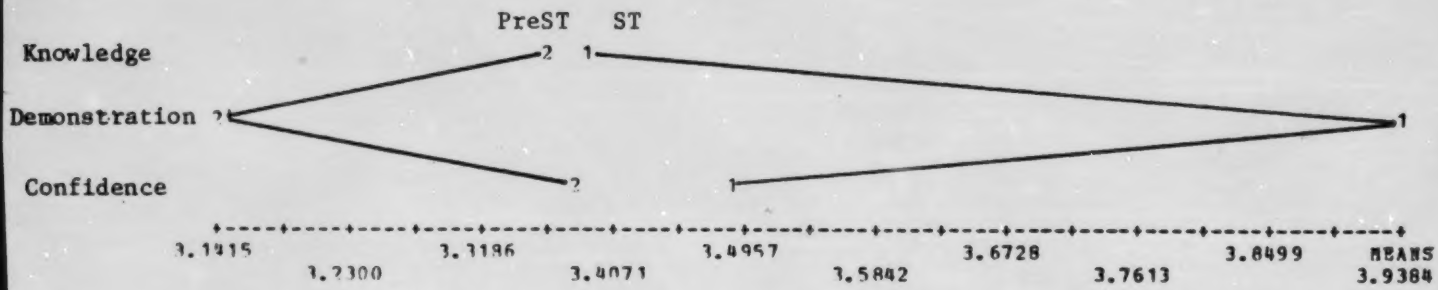
```
V1         (1)     (2)
SYMBOL     "1"     "2"
N          39      49


TESTS FOR:                      T-SQUARE  F-STAT      DF      SIGNIF

 PARALLELISM OF PROFILES        66.108    32.665      2, 84     .0000
 EQUALITY OF VARIABLE MEANS     29.567    14.610      2, 84     .0000
 NO V1 DIFFERENCES                        24.723      1, 85     .0000
```

ELEMENTARY SELF-ASSESSMENT INSTRUCTION: SCHOOL AND CLASSROOM MANAGEMENT AND ENVIRONMENT



```
V1        <1>     (2)
SYMBOL    "1"     "2"
N          37      49

TESTS FOR:                          T-SQUARE  F-STAT      DF       SIGNIF

 PARALLELISM OF PROFILES            38.710    19.125      2, 83     .0000
 EQUALITY OF VARIABLE MEANS         38.743    19.141      2, 83     .0000
 NO V1 DIFFERENCES                            27.282      1, 84     .0000
```

ELEMENTARY SELF-ASSESSMENT INSTRUCTION: STUDENT GUIDANCE/SERVICES

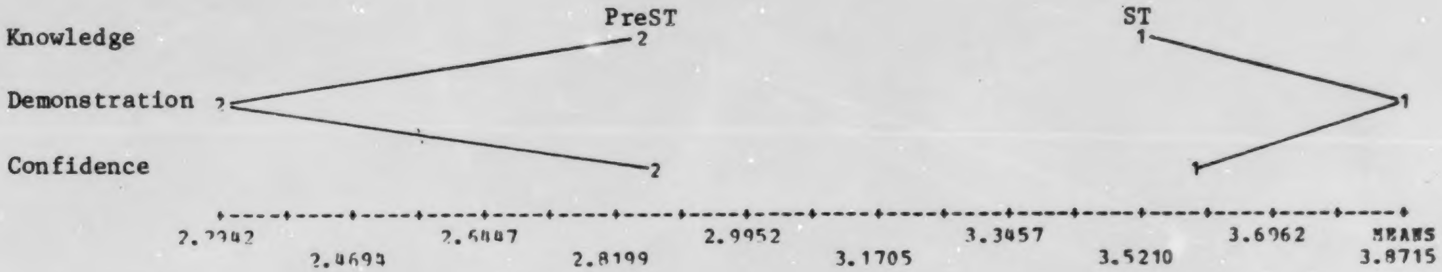


```
V1          (1)     (2)
SYMBOL      "1"     "2"
N           37      49

TESTS FOR:                          T-SQUARE   F-STAT        DF        SIGNIF

 PARALLELISM OF PROFILES            21.358     10.552        2, 83      .0001
 EQUALITY OF VARIABLE MEANS         3.1962     1.5791        2, 83      .2123
 NO V1 DIFFERENCES                             4.6867        1, 84      .0332
```

APPENDIX U

PROFILE ANALYSES BY CATEGORY FOR SECONDARY SELF-ASSESSMENT

SECONDARY SELF-ASSESSMENT INSTRUCTION: PLANNING



```
V1          <1>      (2)
SYMBOL      "1"      "2"
N           39       33

TESTS FOR:                        T-SQUARE   F-STAT        DF        SIGNIF

 PARALLELISM OF PROFILES          74.718     36.823       2, 69       .0000
 EQUALITY OF VARIABLE MEANS       2.8203     1.3900       2, 69       .2560
 NO V1 DIFFERENCES                           60.893       1, 70       .0000
```

1 - Student teacher (ST)

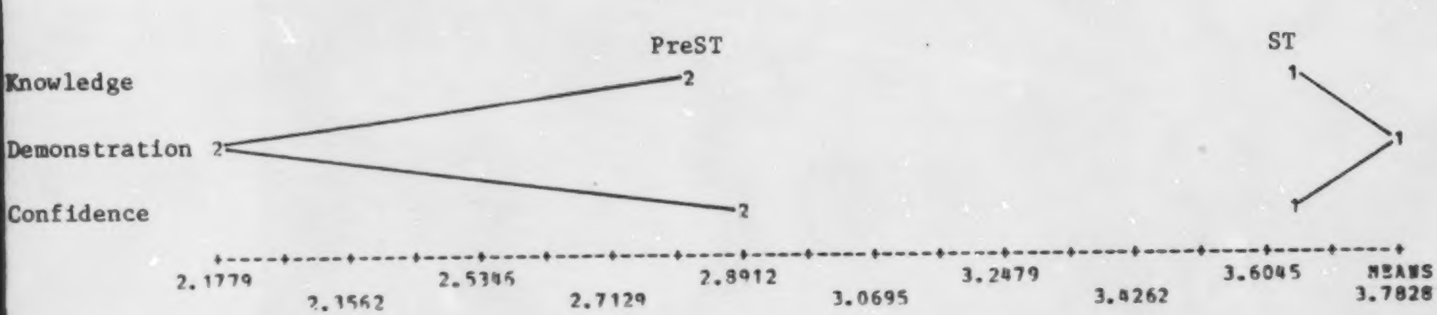
2 - Pre-student teacher (PreST)

Characteristic shapes of profiles 1 and 2 differed significantly.

Groups 1 and 2 did not respond with significantly different numbers on the three variables.

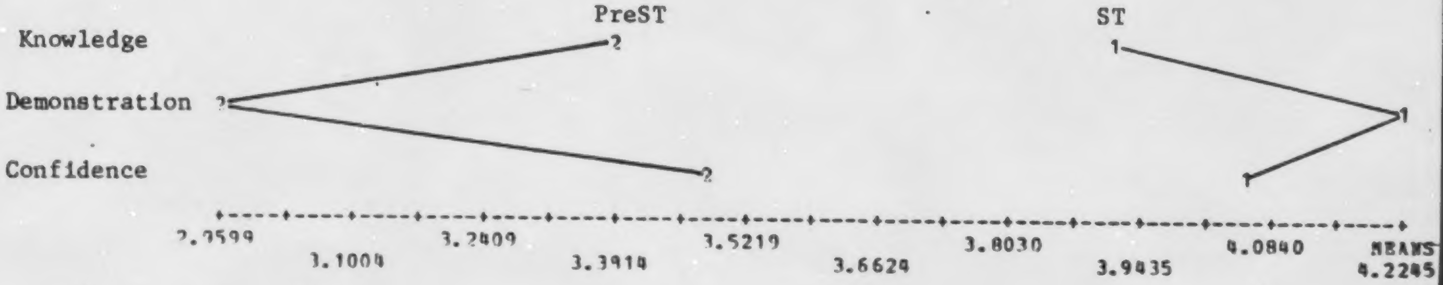
Groups 1 and 2 differed significantly in their self-perception.

SECONDARY SELF-ASSESSMENT INSTRUCTION: EVALUATION



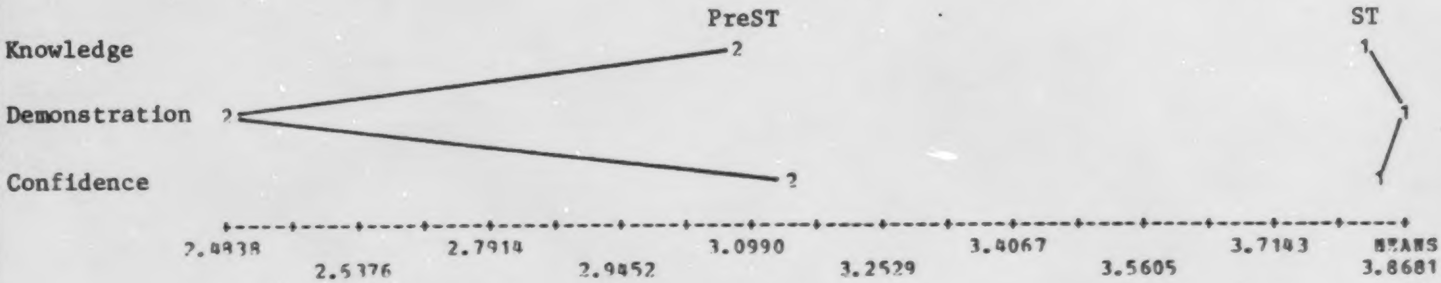
```
V1          (1)     (2)
SYMBOL      "1"     "2"
N           38      33


TESTS FOR:                          T-SQUARE  F-STAT        DF        SIGNIF

 PARALLELISM OF PROFILES            40.142    19.780        2, 68      .0000
 EQUALITY OF VARIABLE MEANS         13.393    6.5992        2, 68      .0024
 NO V1 DIFFERENCES                            66.166        1, 69      .0000
```

SECONDARY SELF-ASSESSMENT INSTRUCTION: MATERIALS AND EQUIPMENT



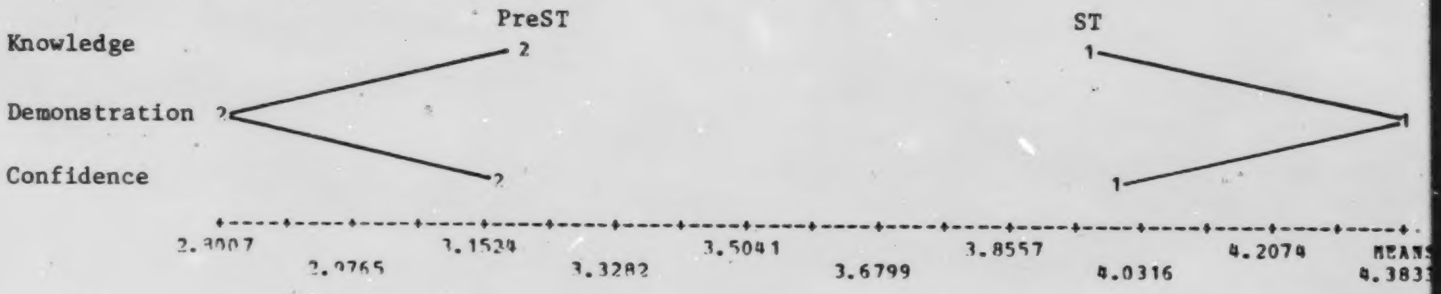
```
V1         (1)     (2)
SYMBOL     "1"     "2"
N          39      33


TESTS FOR:                           T-SQUARE  F-STAT       DF       SIGNIF

 PARALLELISM OF PROFILES             28.376    13.986       2, 69     .0000
 EQUALITY OF VARIABLE MEANS          8.5878    4.2325       2, 69     .0185
 NO V1 DIFFERENCES                             30.750       1, 70     .0000
```

SECONDARY SELF-ASSESSMENT INSTRUCTION: ACTIVITIES AND CONTENT



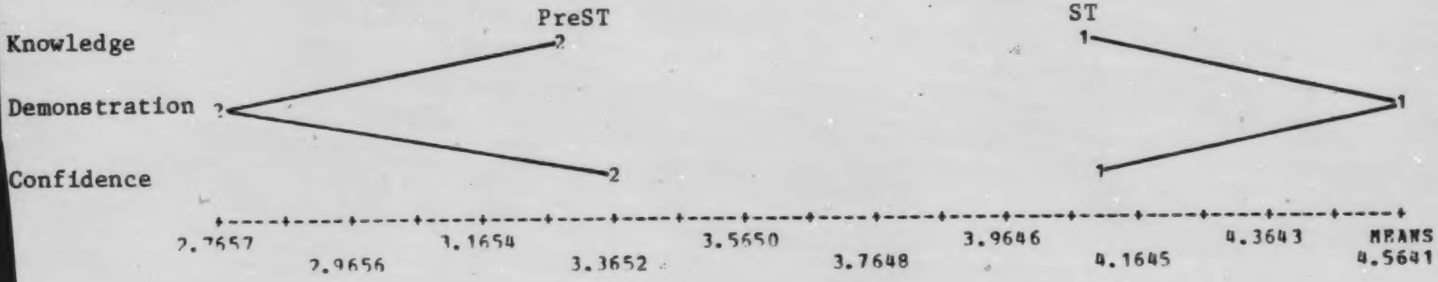
```
V1         <1>     (2)
SYMBOL     "1"     "2"
N          39      33


TESTS FOR:                         T-SQUARE  F-STAT       DF       SIGNIF

 PARALLELISM OF PROFILES           19.410    9.5664      2, 69      .0002
 EQUALITY OF VARIABLE MEANS        12.112    5.9694      2, 69      .0041
 NO V1 DIFFERENCES                           35.722      1, 70      .0000
```

SECONDARY SELF-ASSESSMENT INSTRUCTION: METHODS AND STRATEGIES



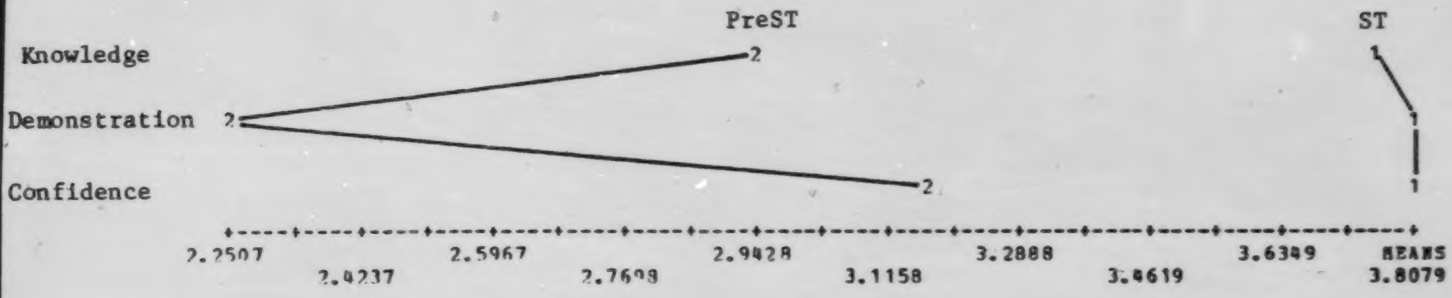
```
V1          <1>     (2)
SYMBOL      "1"     "2"
N           39      33

TESTS FOR:                         T-SQUARE   F-STAT       DF       SIGNIF

 PARALLELISM OF PROFILES           30.269     14.918       2, 69      .0000
 EQUALITY OF VARIABLE MEANS        .28934     .14260       2, 69      .8674
 NO V1 DIFFERENCES                            51.187       1, 70      .0000
```

SECONDARY SELF-ASSESSMENT INSTRUCTION: SCHOOL AND CLASSROOM MANAGEMENT AND ENVIRONMENT



```
V1          <1>      (2)
SYMBOL      "1"      "2"
N           39       33

TESTS FOR:                          T-SQUARE  F-STAT        DF       SIGNIF

 PARALLELISM OF PROFILES            35.440    17.467       2, 69      .0000
 EQUALITY OF VARIABLE MEANS         .62720    .30912       2, 69      .7351
 NO V1 DIFFERENCES                            71.282       1, 70      .0000
```

SECONDARY SELF-ASSESSMENT INSTRUCTION: STUDENT GUIDANCE/SERVICES



```
V1          <1>      (2)
SYMBOL      "1"      "2"
N           39       33


TESTS FOR:                               T-SQUARE  F-STAT       DF        SIGNIF

 PARALLELISM OF PROFILES                 22.865    11.259       2, 69      .0001
 EQUALITY OF VARIABLE MEANS              20.040    9.8771       2, 69      .0002
 NO V1 DIFFERENCES                                 47.700       1, 70      .0000
```

APPENDIX V

ELEMENTARY PRE-STUDENT TEACHING

APPENDIX V

ELEMENTARY PRE-STUDENT TEACHING
N and %'s for Each Possible Response (1,2,3,A,B) By Item

	Responses													
	1		2		3		A		B		Missing		Total	
Item No.	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	4	8.2	7	14.3	18	36.7	11	22.4	7	14.3	2	4.1	49	100.0
2	4	8.2	3	6.1	10	20.4	21	42.9	9	18.4	2	4.1	49	100.0
3	4	8.2	11	22.4	12	24.5	12	24.5	7	14.3	3	6.1	49	100.0
4	1	2.0	5	10.2	18	36.7	15	30.6	7	14.3	3	6.1	49	100.0
5	0	0.0	9	18.4	25	51.0	11	22.4	3	6.1	1	2.0	49	100.0
6	3	6.1	8	16.3	34	69.4	1	2.0	1	2.0	2	4.1	49	100.0
7	4	8.2	10	20.4	16	32.7	10	20.4	4	8.2	5	10.2	49	100.0
8	3	6.1	2	4.1	31	63.3	9	18.4	1	2.0	3	6.1	49	100.0
9	4	8.2	12	24.5	17	34.7	8	16.3	6	12.2	2	4.1	49	100.0
10	3	6.1	9	18.4	23	46.9	7	14.3	5	10.2	2	4.1	49	100.0
	Not Checked		Checked											
-	42	85.7	1	2.0							6	12.2	49	100.0
-	42	85.7	1	2.0							6	12.2	49	100.0
-	33	67.3	10	20.4							6	12.2	49	100.0
-	36	73.5	7	14.3							6	12.2	49	100.0
-	27	55.1	16	32.7							6	12.2	49	100.0

	Responses													
	1		2		3		A		B		Missing		Total	
Item No.	N	%	N	%	N	%	N	%	N	%	N	%	N	%
11	0	0.0	6	12.2	31	63.3	8	16.3	3	6.1	1	2.0	49	100.0
12	1	2.0	5	10.2	41	83.7	1	2.0	0	0.0	1	2.0	49	100.0
13	1	2.0	11	22.4	34	69.4	2	4.1	0	0.0	1	2.0	49	100.0
14	1	2.0	3	6.1	44	89.8	0	0.0	0	0.0	1	2.0	49	100.0
15	2	4.1	20	40.8	21	42.9	2	4.1	2	4.1	2	4.1	49	100.0
16	3	6.1	3	6.1	24	49.0	10	20.4	8	16.3	1	2.0	49	100.0
17	3	6.1	12	24.5	21	42.9	9	18.4	3	6.1	1	2.0	49	100.0
18	0	0.0	13	26.5	29	59.2	4	8.2	2	4.1	1	2.0	49	100.0

---

1 - The student has not demonstrated this competency this term in my classroom; opportunity has existed.

2 -

3 - The student is competent; doing well for a student teacher

A - No opportunity for demonstration of this competency exists in my situation.

B - This competency is not appropriate (important enough) for evaluation during pre-student teaching.

APPENDIX W

PERSONAL AND PROFESSIONAL CHARACTERISTICS

APPENDIX W

PERSONAL AND PROFESSIONAL CHARACTERISTICS

Results Indicating N and % For Each Response (1,2,3) By Item

	Responses									
	1		2		3		Missing		Total	
Item No.	N	%	N	%	N	%	N	%	N	%
1	619	97.3	8	1.3	7	1.1	2	.3	636	100.0
2	599	94.2	20	3.1	13	2.0	4	.6	636	100.0
3	580	91.2	29	4.6	22	3.5	5	.8	636	100.0
4	493	77.5	104	16.4	33	5.2	6	.9	636	100.0
5	589	92.6	17	2.7	25	3.9	5	.8	636	100.0
6	574	90.3	24	3.8	33	5.2	5	.8	636	100.0
7	561	88.2	43	6.8	29	4.6	3	.5	636	100.0
8	531	83.5	59	9.3	35	5.5	11	1.7	636	100.0
9	588	92.5	26	4.1	17	2.7	5	.8	636	100.0
10	522	82.1	82	12.9	25	3.9	7	1.1	636	100.0
11	484	76.1	60	9.4	78	12.3	14	2.2	636	100.0
12	546	85.8	34	5.3	52	8.2	4	.6	636	100.0
13	614	96.5	9	1.4	12	1.9	1	.2	636	100.0
14	558	87.7	27	4.2	43	6.8	8	1.3	636	100.0

Item No.	Responses							
	1		2		Missing		Total	
	N	%	N	%	N	%	N	%
15	164	25.8	463	72.8	9	1.4	636	100.0
16	122	19.2	505	79.4	9	1.4	636	100.0
17	60	9.4	567	89.2	9	1.4	636	100.0
18	119	18.7	508	79.9	9	1.4	636	100.0
19	115	18.1	512	80.5	9	1.4	636	100.0
20	71	11.2	556	87.4	9	1.4	636	100.0
21	58	9.1	569	89.5	9	1.4	636	100.0
22	149	23.4	478	75.2	9	1.4	636	100.0
23	110	17.3	517	81.3	9	1.4	636	100.0
24	172	27.0	455	71.5	9	1.4	636	100.0
25	80	12.6	547	86.0	9	1.4	636	100.0
26	61	9.6	566	89.0	9	1.4	636	100.0
27	107	16.8	520	81.8	9	1.4	636	100.0
28	119	18.7	498	78.3	19	3.0	636	100.0
29	415	65.3	202	31.8	19	3.0	636	100.0
30	301	47.3	316	49.7	19	3.0	636	100.0
31	310	48.7	307	48.3	19	3.0	636	100.0
32	66	10.4	561	88.2	9	1.4	636	100.0
33	91	14.3	535	84.1	10	1.6	636	100.0

---

1 - clearly evident
2 - needs attention
3 - see comment

APPENDIX X

HOTELLING'S T-SQUARE FOR ELEMENTARY STUDENT TEACHING ASSESSMENTS

Student Teacher Ratings Compared to Supervising Teacher Ratings

```
HOTELLING'S T-SQUARE   Elementary Student Teacher Ratings Compared to Supervising Teacher Ratings --
PLANNING
T-SQUARE= 6.5905  D-SQUARE= .24279

EQUALITY OF STRATUM MEANS:  DF= 2, 183  F= 3.2773  SIG= .0400  (Significance Level)

                        MEANS FOR STRATA
   Item              Supervising    Student
                       Teachers     Teachers
   1.                  3.8889       3.5758
   2.                  3.9346       3.4848
                        153          33

ANALYSIS OF LINEAR RELATIONS IN VARIABLES

      RELATION       OBSERVED      0.9500      0.9900

          1           .76292       .78930      .98296
```

```
HOTELLING'S T-SQUARE   Elementary Student Teacher Ratings Compared to Supervising Teacher Ratings --
 GOALS AND OBJECTIVES

T-SQUARE= 11.925  D-SQUARE= .42076

EQUALITY OF STRATUM MEANS:  DF= 3, 180  F= 3.9314  SIG= .0095  (Significance Level)

                        MEANS FOR STRATA
                     Supervising    Student
  Item                 Teachers     Teachers
   3.                  3.6779       3.4000
   4.                  3.7584       3.4000
   5.                  3.7718       3.2286
                        149           35

ANALYSIS OF LINEAR RELATIONS IN VARIABLES

     RELATION      OBSERVED     0.9500     0.9900

         1          1.1795      1.2934     1.5661
```

HOTELLING'S T-SQUARE Elementary Student Teacher Ratings Compared to Supervising Teacher Ratings -- ACTIVITIES AND CONTENT

T-SQUARE= 9.2680 D-SQUARE= .32421

EQUALITY OF STRATUM MEANS: DF= 2, 188 F= 4.6095 SIG= .0111 (Significance Level)

	MEANS FOR STRATA	
Item	Supervising Teachers	Student Teachers
14.	3.8141	3.3143
15.	3.8462	3.5143
	156	35

APPENDIX Y

HOTELLING'S T-SQUARE FOR ELEMENTARY STUDENT TEACHING ASSESSMENTS: Mid-term Ratings Compared to Final Ratings

```
HOTELLING'S T-SQUARE   Elementary Mid-term Ratings Compared to Final Ratings -- PLANNING

T-SQUARE= 19.482  D-SQUARE= .41975

EQUALITY OF STRATUM MEANS:  DF= 2, 183  F= 9.6822  SIG= .0001 (Significance Level)

                      MEANS FOR STRATA
                      Mid-term       Final
  Item
   1.                  3.5730       4.0722
   2.                  3.5730       4.1134
                         89           97


MARGINAL ANALYSIS OF DIFFERENCES BETWEEN STRATA

                        DIFF        0.9500      0.9900

   1.                 -.49915       .29851      .37176
   2.                 -.54037       .32304      .40230
```

```
HOTELLING'S T-SQUARE  Elementary Mid-term Ratings Compared to Final Ratings -- GOALS AND OBJECTIVES

T-SQUARE= 13.756  D-SQUARE= .29936

EQUALITY OF STRATUM MEANS:  DF= 3, 180  F= 4.5348  SIG= .0043  (Significance Level)

                     MEANS FOR STRATA
  Item               Mid-term      Final

   3.                 3.4316      3.8315
   4.                 3.4842      3.9101
   5.                 3.4421      3.9101
                        95          89


MARGINAL ANALYSIS OF DIFFERENCES BETWEEN STRATA

                       DIFF       0.9500     0.9900

   3.                -.39988      .35350     .42803
   4.                -.42590      .34694     .42009
   5.                -.46801      .37329     .45199
```

```
HOTELLING'S T-SQUARE  Elementary Mid-term Ratings Compared to Final Ratings -- EVALUATION

T-SQUARE= 12.470  D-SQUARE= .37356

EQUALITY OF STRATUM MEANS:  DF= 5, 128  F= 2.4183  SIG= .0393 (Significance Level)

                     MEANS FOR STRATA
  Item               Mid-term      Final

   6.                3.4762       3.8169
   7.                3.5397       3.9577
   8.                3.4286       3.7465
   9.                3.6984       4.0704
  10.                3.2381       3.7746
                       63           71
```

```
HOTELLING'S T-SQUARE   Elementary Mid-term Ratings Compared to Final Ratings -- MATERIALS AND EQUIPMENT

T-SQUARE= 10.859  D-SQUARE= .25988

EQUALITY OF STRATUM MEANS:  DF= 3, 164  F= 3.5761  SIG= .0153  (Significance Level)

                         MEANS FOR STRATA
  Item                   Mid-term      Final

   11.                    3.6026      4.0444
   12.                    3.4103      3.8111
   13.                    3.4872      3.8889
                            78          90
```

```
HOTELLING'S T-SQUARE   Elementary Mid-term Ratings Compared to Final Ratings -- ACTIVITIES AND
                                                                                 CONTENT

T-SQUARE= 15.198  D-SQUARE= .31829

EQUALITY OF STRATUM MEANS:  DF= 2, 188  F= 7.5587  SIG= .0007  (Significance Level)

                    MEANS FOR STRATA
  Item              Mid-term     Final

  14.               3.4842       3.9583
  15.               3.5368       4.0313
                      95           96
```

HOTELLING'S T-SQUARE Elementary Mid-term Ratings Compared to Final Ratings -- METHODS AND STRATEGIES

T-SQUARE= 49.330 D-SQUARE= 13.390

EQUALITY OF STRATUM MEANS: DF= 12, 6 F= 1.4509 SIG= .3372 (Significance Level)

	MEANS FOR STRATA	
Item	Mid-term	Final
21.	2.8000	3.8571
22.	3.0000	3.7857
23.	2.8000	3.7857
24.	2.6000	3.6429
25.	2.6000	3.8571
26.	2.6000	3.7143
27.	2.6000	2.7143
28.	2.6000	2.7857
36.	3.2000	3.7857
37.	3.4000	3.9286
38.	3.6000	3.9286
39.	2.8000	3.7857
	5	14

HOTELLING'S T-SQUARE Elementary Mid-term Ratings Compared to Final Ratings -- SCHOOL AND CLASSROOM MANAGEMENT AND ENVIRONMENT

T-SQUARE= 23.177 D-SQUARE= .49896

EQUALITY OF STRATUM MEANS: DF= 10, 175 F= 2.2944 SIG= .0196 (Significance Level)

Item	MEANS FOR STRATA Mid-term	Final
40.	3.2708	3.7778
41.	3.8854	4.3222
42.	4.0417	4.4333
43.	3.7188	4.2000
44.	3.7604	4.1667
45.	3.6146	4.1000
46.	4.0938	4.4556
47.	3.4896	3.8778
48.	3.8021	4.2111
49.	3.6458	4.0778
	96	90

```
HOTELLING'S T-SQUARE   Elementary Mid-term Ratings Compared to Final Ratings -- STUDENT GUIDANCE/SERVICES

T-SQUARE= 17.019  D-SQUARE= .36102

EQUALITY OF STRATUM MEANS:  DF= 4, 184  F= 4.1866  SIG= .0029  (Significance Level)

                        MEANS FOR STRATA
  Item                 Mid-term      Final

  50.                   3.8788      4.3222
  51.                   3.6869      4.0333
  52.                   3.6364      4.0333
  53.                   3.7576      4.2111
                          99          90
```

APPENDIX Z

HOTELLING'S T-SQUARE FOR SECONDARY STUDENT TEACHING ASSESSMENTS; Student Teacher Ratings Compared to Supervising Teacher Ratings

```
HOTELLING'S T-SQUARE  Secondary Student Teacher Ratings Compared to Supervising Teacher Ratings --
INSTRUCTION

T-SQUARE= 15.618  D-SQUARE= .56847

EQUALITY OF STRATUM MEANS:  DF= 6, 145  F= 2.5162  SIG= .0240  (Significance Level)

                        MEANS FOR STRATA
                      Supervising    Student
 Item                  Teachers      Teachers
   1.                  3.9569        3.5556
   2.                  4.0000        3.4722
   3.                  3.7500        3.5000
   4.                  4.1552        3.6667
   5.                  4.0690        3.6389
   6.                  4.2328        3.8056
                        116            36
```

TWO-SAMPLE T-TESTS Secondary Student Teacher Ratings Compared to Supervising Teacher Ratings -- EVALUATION

```
Item          STRATA  Supervising  Student     TEST STATISTIC      DF       SIGNIF
                        Teachers   Teachers
  7.            MEAN  3.8248       3.4583      T= 2.5953          183        .0102
                 VAR  .71909       .67908      F= 1.0589       136, 47       .4213
(TOTAL= 207)       N     137           48      PROB(1ST MEAN>2ND |DATA)=    .9947
```

```
TWO-SAMPLE T-TESTS   Secondary Student Teacher Ratings Compared to Supervising Teacher Ratings --
 MATERIALS AND EQUIPMENT
  Item         STRATA  Supervising    Student     TEST STATISTIC      DF       SIGNIF
                        Teachers      Teachers
   8.            MEAN  4.1644         3.7200      T= 3.4754         194        .0006
                  VAR  .64865         .49143      F= 1.3199       145, 49      .1318
(TOTAL= 207)        N     146             50      PROB(1ST MEAN>2ND |DATA)=  .9998
```

```
HOTELLING'S T-SQUARE  Secondary Student Teacher Ratings Compared to Supervising Teacher Ratings --
ACTIVITIES AND CONTENT

T-SQUARE= 12.057  D-SQUARE= .42123

EQUALITY OF STRATUM MEANS:  DF= 2, 151  F= 5.9889  SIG= .0031 (Significance Level)

                        MEANS FOR STRATA
                      Supervising    Student
   Item                Teachers      Teachers
    9.                  3.9914        3.6053
   10.                  4.0776        3.5526
                         116            38
```

HOTELLING'S T-SQUARE Secondary Student Teacher Ratings Compared to Supervising Teacher Ratings -- METHODS AND STRATEGIES

T-SQUARE= 26.299 D-SQUARE= 1.1277

EQUALITY OF STRATUM MEANS: DF= 9, 108 F= 2.7206 SIG= .0067 (Significance Level)

	MEANS FOR STRATA	
Item	Supervising Teachers	Student Teachers
11.	4.2209	3.5625
12.	3.8721	3.3438
13.	3.9186	3.4688
14.	4.1628	3.9375
15.	3.6163	3.2813
16.	3.7558	3.2500
17.	3.9884	3.3750
18.	3.8953	3.4375
19.	4.1163	3.5938
	86	32

HOTELLING'S T-SQUARE Secondary Student Teacher Ratings Compared to Supervising Teacher Ratings --
SCHOOL AND CLASSROOM MANAGEMENT AND ENVIRONMENT

```
T-SQUARE= 22.179  D-SQUARE= .67198

EQUALITY OF STRATUM MEANS:  DF= 7, 177  F= 3.0646  SIG= .0045  (Significance Level)

                  MEANS FOR STRATA
                 Supervising    Student
  Item            Teachers      Teachers
  20.              3.7676        3.2093
  21.              4.1549        3.8372
  22.              4.3451        3.8140
  23.              4.0000        3.4884
  24.              3.9225        3.3256
  25.              4.1338        3.6977
  26.              3.7465        3.2558
                    142            43
```

```
HOTELLING'S T-SQUARE   Secondary Student Teacher Ratings Compared to Supervising Teacher Ratings --
STUDENT GUIDANCE AND SERVICES

T-SQUARE= 18.787  D-SQUARE= .57275

EQUALITY OF STRATUM MEANS:  DF= 3, 162  F= 6.1860  SIG= .0005   (Significance Level)

                     MEANS FOR STRATA
                   Supervising    Student
 Item               Teachers      Teachers
 27.                 4.2397        3.6667
 28.                 4.0413        3.4444
 29.                 4.0661        3.6000
                      121            45
```

APPENDIX AA

HOTELLING'S T-SQUARE FOR SECONDARY STUDENT TEACHING ASSESSMENTS:

Mid-term Ratings Compared to Final Ratings

```
HOTELLING'S T-SQUARE  Secondary Mid-term Ratings Compared to Final Ratings -- INSTRUCTION

T-SQUARE= 19.261  D-SQUARE= .53698

EQUALITY OF STRATUM MEANS:  DF= 6, 145  F= 3.1031  SIG= .0069  (Significance Level)

                       MEANS FOR STRATA
  Item                 Mid-term     Final

   1.                   3.7234      4.0862
   2.                   3.6596      4.2241
   3.                   3.5745      3.8793
   4.                   3.9043      4.2586
   5.                   3.8404      4.1724
   6.                   4.0213      4.3103
                          94          58
```

HOTELLING'S T-SQUARE Secondary Mid-term Ratings Compared to Final Ratings -- ACTIVITIES AND CONTENT

T-SQUARE= 10.765 D-SQUARE= .31255

EQUALITY OF STRATUM MEANS: DF= 2, 151 F= 5.3469 SIG= .0057 **(Significance Level)**

	MEANS FOR STRATA	
Item	**Mid-term**	**Final**
9.	3.7843	4.1154
10.	3.7941	4.2500
	102	52

```
HOTELLING'S T-SQUARE  Secondary Mid-term Ratings Compared to Final Ratings -- METHODS AND STRATEGIES

T-SQUARE= 21.598  D-SQUARE= .79026

EQUALITY OF STRATUM MEANS:  DF= 9, 108  F= 2.2542  SIG= .0250  (Significance Level)

                          MEANS FOR STRATA
 Item                     Mid-term     Final

 11.                       3.8533      4.3721
 12.                       3.5067      4.1163
 13.                       3.6400      4.0698
 14.                       3.9867      4.3023
 15.                       3.3733      3.7907
 16.                       3.4267      3.9535
 17.                       3.6667      4.0930
 18.                       3.6133      4.0465
 19.                       3.8400      4.2093
                             75          43
```

HOTELLING'S T-SQUARE Secondary Mid-term Ratings Compared to Final Ratings -- SCHOOL AND CLASSROOM MANAGEMENT AND ENVIRONMENT

T-SQUARE= 22.712 D-SQUARE= .53145

EQUALITY OF STRATUM MEANS: DF= 7, 177 F= 3.1332 SIG= .0038 (Significance Level)

	MEANS FOR STRATA	
Item	Mid-term	Final
20.	3.4068	4.0448
21.	3.9492	4.3134
22.	4.1017	4.4328
23.	3.7627	4.0896
24.	3.5847	4.1343
25.	3.8729	4.3134
26.	3.4831	3.8955
	118	67

```
HOTELLING'S T-SQUARE   Secondary Mid-term Ratings Compared to Final Ratings -- STUDENT GUIDANCE/SERVICES

T-SQUARE= 6.3771  D-SQUARE= .16900

EQUALITY OF STRATUM MEANS:  DF= 3, 162  F= 2.0998  SIG= .1023  (Significance Level)

                       MEANS FOR STRATA
 Item                  Mid-term      Final

 27.                   3.9722       4.2931
 28.                   3.7963       4.0345
 29.                   3.8611       4.0862
                        108           58
```

APPENDIX BB

SAME OR SIMILAR BY ITEM AND ITEM NUMBERS FOR ELEMENTARY STUDENT TEACHING AND SECONDARY STUDENT TEACHING ASSESSMENTS

SAME OR SIMILAR ITEMS FOR ELEMENTARY STUDENT TEACHING AND SECONDARY STUDENT TEACHING ASSESSMENTS

Elementary	Secondary
Plan units	Plan and teach units using information gained from previous teaching activities
Select, organize and present content appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned)	Select and use content appropriate for the level of the class Relate subject matter content to teaching goals/objectives
Select and conduct activities appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned)	Select instructional materials and activities according to student reading and developmental levels
Select and utilize methods/strategies (related to pupil developmental levels, concepts/skills/attitudes to be learned) (CHECK THOSE METHODS/STRATEGIES DEMONSTRATED) _____ Discussion _____ Drill and practice _____ Small group instruction and/or activities _____ Discovery/inquiry _____ Classroom learning centers _____ Individualized instruction	Demonstrate a proficiency in leading large group discussion Demonstrate a proficiency in leading small group instruction Demonstrate a proficiency in leading discovery and/or inquiry activities

Elementary	Secondary
*Provide pupils with experiences which develop thinking skills	Provide pupils with experiences which develop thinking skills
*Change strategies spontaneously when necessary/desirable	Change teaching strategies spontaneously when necessary or desirable
*Maintain a classroom atmosphere in which pupils feel comfortable	Maintain a classroom atmosphere in which pupils feel comfortable
*Maintain expectations such that most children are able to meet them	Maintain expectations such that most pupils are able to meet them
Effectively anticipate and respond to classroom management problems	Develop effective means of anticipating and responding to classroom problems
*Reinforce goal related behavior	Reinforce goal related behavior
*Guide pupils in developing positive self-image	Guide pupils in developing positive self-image
*Guide pupils in developing relationships with peers	Guide pupils in developing relationships with peers
*Work to fulfill the affective, social-emotional needs of individual pupils	Work to fulfill the affective, social-emotional needs of individual pupils

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*Identical

SAME OR SIMILAR ITEM NUMBERS FOR ELEMENTARY STUDENT TEACHING AND SECONDARY STUDENT TEACHING ASSESSMENTS

Elementary	Secondary
2	1
14	5,6
15	9
24	13,14,15
25*	19
27*	18
30*	21
33*	4
36	26
38*	17
39*	27
40*	28
42*	29

Secondary	Elementary
1	2
4*	33
5	14
6	14
9	15
13	24
14	24
15	24
17*	38
18*	27
19*	25
21*	30
26	36
27*	39
28*	40
29*	42

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*Identical

APPENDIX CC

SAME OR SIMILAR ITEMS FOR ELEMENTARY SELF-ASSESSMENT AND SECONDARY SELF-ASSESSMENT WITH QUARTILE RANKINGS FOR KNOWLEDGE, DEMONSTRATION AND CONFIDENCE

APPENDIX

SAME OR SIMILAR ITEMS FOR ELEMENTARY SELF-ASSESSMENT AND SECONDARY SELF-ASSESSMENT WITH QUARTILE RANKINGS FOR KNOWLEDGE, DEMONSTRATION AND CONFIDENCE

Quartiles:

1 - 25%, highest means
2 - 25%, second highest means
3 - 25%, second lowest means
4 - 25%, lowest means

	Elementary	K	D	C	K	D	C		Secondary
1.	Plan units	3	2	3	2	1	2	1.	Plan and teach units using information gained from previous teaching activities
2.	Establish behavioral objectives	4	4	3	4	3	3	2.	Develop behavioral objectives
3.	Incorporate long range goals	1	2	2	1	2	1	3.	Develop long range plans for the class, which take individual needs into account
4.	Incorporate local community goals	③	2	③	①	1	①	4.	Incorporate local community goals
5.	Incorporate "Common Goals of Michigan"	1	1	1	1	2	2	5.	Incorporate "Common Goals of Michigan"
6.	Incorporate Michigan Minimal Performance Objectives	4	4	4	4	4	4	6.	Incorporate Michigan Minimal Performance Objectives
7.	Identify each pupil's instructional needs Identify each pupil's interests	4	4	4	4	4	4	7.	Assess students' relevant knowledge, feelings, and attitudes prior to instruction

	Elementary	K	D	C	K	D	C		Secondary
8.	Utilize pupil self-evaluation techniques	4	4	4	4	4	4	8.	Utilize student self-evaluation techniques
9.	Select/adapt/utilize textbooks, workbooks, worksheets, ...	①	2	②	④	3	④	9.	Evaluate/select/modify textbooks, workbooks, and worksheets
10.	Evaluate/select/modify commercial individualized programs	4	4	4	4	4	4	10.	Evaluate/select/modify commercial individualized programs or projects
11.	Evaluate/select/modify films, filmstrips, film loops, ...	3	3	3	2	2	2	11.	Select and evaluate visual aids: films, filmstrips, film loops
12.	Evaluate/select/modify tapes, recordings, ...	4	4	4	4	4	4	12.	Select and evaluate audio aids: tapes and records
13.	Select/adapt/utilize manipulative materials (aids) games, puzzles, ...	③	③	③	①	①	①	13.	Select and evaluate manipulative materials: games and puzzles
14.	visual: Operate film projector, ... audio: Operate tape recorder,	4	4	④	3	3	②	14.	Operate audio-visual equipment: projectors/recorders
15.	graphics: Produce overhead transparency, drymount. ...	2	3	3	3	3	2	15.	Produce graphics: overhead transparencies/dry mounts/laminated pictures

	Elementary	K	D	C	K	D	C		Secondary
16.	Utilize reproduction processes: duplicating, copying, ...	1	1	1	1	1	1	16.	Operate duplicating and copying equipment
17.	Select, organize and present content appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned) (14,9)	3	3	2	4	4	3	17.	Relate subject matter content to teaching goals/objectives Select and use content appropriate for the level of the class
18.	Select and conduct activities appropriately (related to pupil developmental levels, concepts/skills/attitudes to be learned)	1	1	1	1	1	1	18.	Select instructional materials and activities according to student developmental levels
19.	Plan, conduct field trip(s)	2	2	2	3	2	3	19.	Plan, conduct field trips
20.	Invite resource people to classroom	4	4	4	4	4	4	20.	Select and make arrangements for outside resource people to participate in classroom activities
21.	Conduct values clarification activities Conduct class meetings	4	4	4	4	4	3	21.	Conduct class or small group problem solving sessions: values clarification, class meetings
22.	Teach using, discussion	2	1	2	1	1	1	22.	Demonstrate a proficiency in leading large group discussions and recitations

	Elementary	K	D	C	K	D	C		Secondary
23.	Teach, using drill and practice	2	②	②	3	④	④	23.	Demonstrate a proficiency in leading drill and practice
24.	Teach, using small group instruction and/or activities	1	1	1	1	1	1	24.	Demonstrate a proficiency in directing small group instruction
25.	Teach, using discovery/inquiry	2	③	3	2	①	3	25.	Demonstrate a proficiency in leading discovery and/or inquiry activities
26.	Teach, using classroom learning	3	3	3	4	4	4	26.	Utilize classroom learning centers for individualized study
27.	Teach, using individualized instruction	3	1	3	3	1	3	27.	Conduct individualized instructional activities
28.	Use questioning techniques effectively	4	4	4	3	3	4	28.	Demonstrate a variety of questioning techniques
29.	Maintain balance of cognitive, affective, and motor skill learnings	3	2	3	2	2	3	29.	Maintain a balance between cognitive, affective, and motor skill learning
30.	Provide pupils with experiences which develop thinking skills	2	1	1	2	1	2	30.	Provide pupils with experiences which develop thinking skills

	Elementary	K	D	C	K	D	C		Secondary
31.	Motivate pupils to think independently Motivate pupils to think analytically Motivate pupils to think creatively	2	2	2	3	2	2	31.	Motivate students to develop independent, analytic, and creative thought processes
32.	Encourage pupils to communicate orally and in writing	④	4	④	②	3	②	32.	Encourage selected students to increase their verbal and written participation in class activities
33.	Change strategies spontaneously when necessary/desirable	2	2	2	2	2	2	33.	Change teaching strategies spontaneously when necessary or desirable
34.	Maintain a classroom atmosphere in which pupils feel comfortable	2	3	2	2	2	2	34.	Maintain a classroom atmosphere in which pupils feel comfortable
35.	Maintain expectations such that most children are able to meet them	3	③	③	2	①	①	35.	Maintain expectations such that most pupils are able to meet them
36.	Effectively anticipate and respond to classroom management problems	1	1	1	1	1	1	35.	Develop effective means of anticipating and responding to classroom problems

	Elementary	K	D	C	K	D	C		Secondary
37.	Determine and evaluate routines, rules, policies, standards, cooperatively with students	3	3	3	2	3	3	37.	Determine and evaluate classroom routines, rules, policies, and standards cooperatively with students
38.	Follow classroom and/or school rules and standards	3	1	4	3	2	3	38.	Know and follow existing rules, policies and procedures of the school
39.	Respect the legal rights and recognize the legal liabilities of pupils, families, teachers, and school districts	①	1	1	③	2	2	39.	Respect the legal rights of students, families, and the school district
40.	Take precautions necessary to safeguard the health, safety, and legal rights of pupils	2	3	2	1	3	1	40.	Take precautions necessary to safeguard the health and safety of students
41.	Conscientiously and efficiently follow established procedures for reporting accidents or problems concerning the health and safety of pupils	1	2	1	1	3	1	41.	Know and follow established procedures for reporting accidents and problems concerning students
42.	Reinforce goal-related behavior	2	3	②	3	4	④	42.	Reinforce goal-related behavior

	Elementary	K	D	C	K	D	C		Secondary
43.	Guide pupils in developing positive self-image	1	1	1	1	2	1	43.	Guide pupils in developing positive self-image
44.	Guide pupils in developing relationships with peers	1	1	1	2	2	2	44.	Guide pupils in developing relationships with peers
45.	Guide pupils in developing relationships with adults	3	3	2	3	3	3	45.	Encourage students to develop a more positive relationship with adults
46.	Work to fulfill the affective, social-emotional needs of individual pupils	2	2	①	3	3	③	46.	Work to fulfill the affective social-emotional needs of individual pupils
47.	Recognize the influence of home environment and experiential background upon the affective state and the learning of individual pupils	1	2	①	2	3	③	47.	Recognize environmental influence on cognitive and affective learning
48.	Refer pupils for diagnostic tests and services	4	4	4	4	4	4	48.	Refer students for diagnostic tests and services

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○ - Circled items show corresponding elementary/secondary quartile discrepancy of two or more quartiles.